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ENGLEWOOD PUBLIC SCHOOLS ELEMENTARY READING GUIDE.

BY- TROUT, JOHN AND OTHERS
ENGLEWOOD PUBLIC SCHOOLS, N.J.

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THE READING GUIDE OF THE ENGLEWOOD PUBLIC SCHOOLS, NEW JERSEY, EMPHASIZES INDIVIDUALIZED INSTRUCTION. TEACHERS ARE URGED TO BE LESS CONCERNED WITH TEXTBOOK MATERIAL AND MORE CONCERNED WITH PUPIL ABILITY. THE FOLLOWING THREE PREMISES GUIDE THE READING PROGRAM--(1) GRADE PLACEMENTS ARE NO LONGER AN ADEQUATE BASIS FOR STRUCTURING THE READING PROGRAM. THEREFORE CHILDREN ARE REDEPLOYED ACCORDING TO THEIR INSTRUCTIONAL READING LEVEL FOR ONE PERIOD DURING THE SCHOOL DAY. (2) READING IS A MEANINGFUL ACT GOVERNED BY THE BASIC LAWS OF LEARNING. THE LEARNER MUST HAVE INCENTIVE, MUST BE ABLE TO DEVELOP CONCEPTS, ATTITUDES, AND SKILLS IN A MANNER CONSISTENT WITH HIS PHYSICAL, MENTAL, AND EMOTIONAL GROWTH, AND MUST DECODE SYMBOLS AND TRANSLATE THE AUTHOR'S MESSAGE INTO A TWO-WAY FORM OF COMMUNICATION. (3) SINCE READING INVOLVES THE TOTAL FUNCTIONING OF THE CHILD, THE ENTIRE CURRICULUM MUST BE EXPRESSED IN TERMS OF INDIVIDUAL DEVELOPMENT AND LEVELS OF EXPRESSION. INTERMEDIATE GRADE TEACHERS ARE URGED TO CONTINUE USING METHODS WHICH WILL HELP PUPILS DEVELOP INTELLECTUAL CURIOSITY AND SELF-EXPRESSION. EXAMPLES OF PUPIL DEVELOPMENT CHARTS, TEACHING IDEAS, ACTIVITIES, RESOURCES AND A 140-ITEM BIBLIOGRAPHY ARE INCLUDED. (RH)

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Englewood School development program

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READING GUIDE

November, 1964

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ENGLEWOOD PUBLIC SCHOOLS

ELEMENTARY READING GUIDE

Prepared by the

Elementary Reading Committee

Englewood, New Jersey
November, 1964

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FOREWORD FOR READING GUIDE

The major task of American education is to foster that development of individual capacities which will enable each human being to become the best person he is capable of being. Fundamental to achieving this task is the fullest development of each person's rational powers and ability to communicate. Nothing can be more basic to effective communication than the ability to understand and interpret the printed word. It is for this reason that the faculty of the Englewood Public Schools selected the teaching of reading for the initial phase of a longer range program to improve and unify the overall program of instruction.

This guide to the teaching of reading will be tentative until it is complete and until it has been throughly tested through use. Its main thrust is an emphasis upon individualizing instruction for each student in order that he may achieve successively higher levels of reading mastery. The guide will be effective in reaching this goal only to the extent that teachers implement in the classroom those approaches and practices it presents.

This reading improvement effort is the initial action phase of a broad-range and far-reaching Englewood School Development Program. This program (ESDP) is designed to stimulate the adoption and implementation of those features of the national educational reform movement which offer to Englewood's children and youth the greatest promise of learning gains. Further, it represents an attempt to build upon and extend the accomplishments of the Englewood Curriculum Study initiated earlier by former Superintendent of Schools Harry L. Stearns.

A task force of teachers and principals led by John Trout, Director of Instruction, is responsible for developing this tentative guide. The completed guide, if it is to be useful and effective in improving system-wide practice, must include the thinking and contributions of the total school faculty. To be continuously relevant to changing needs and latest findings of research, it must be constantly under review and revision.

Mark R. Shedd
Superintendent of Schools

FOCUS

The ancients long ago realized the essential educational theory that learning takes place within the child in an almost ethereal fashion. Skillful masters taught their pupils by means of posing an original evocative question. A pupil then examined every resource available to him to solve the problem: he observed his environment for signs; he searched books for the knowledge of the times; he discussed the problem with his peers as well as the revered men of his acquaintance. When he thought he had arrived at an answer, he conferred with his master. If the master was satisfied that the pupil had (1) proceeded thoughtfully in assembling his information and (2) assimilated the information skillfully into wisdom, the answer was accepted and another thought-provoking question was asked.

Public education in the United States had its beginnings in the puritanical religion-bound settlements of Northern Europeans, the people who were themselves products of the Dark and Middle Ages of Western Civilization. They had long since inundated the sophisticated educational devices of the Far and Near Eastern masters with stilted and erroneous practices.

The task of breaking through the hard fast crust of misconception was accepted by Froebel in his German "Kindergarten". Dr. Montessori enlarged this program and augmented areas to fit contemporary needs. Educators such as Dewey brought these ideas to America, and almost without exception, primary teachers began to approach their classes with this ancient understanding: "The child knows. If I question him carefully, he will be led to express the answer, the concept, or the next question."

Teachers of pupils on the intermediate levels, however, pressured by the public clamor for irrelevant "fact learning", are too often hesitant in applying this technique within their classrooms. They would all agree with Gestalt psychology of the "whole" child acting and/or interacting within the class structure, but may need help

in developing the evocative processes within the pupil.

Perhaps one error teachers make is allowing a publisher or a textbook to dictate the pattern of their instruction. In an effort to "cover the material", they disallow the fundamental findings of how a child learns. Indeed, they revert to the "dark ages" practice of treating him as a blank who needs facts and information heaped on, pyramid style. They feel the need to test daily (or frequently) to determine whether or not the pupil can quote information from a textbook, or fill in the blank with the one correct response. They then evaluate the child's learning on this one factor.

It is the policy of the Englewood Public Schools to employ the most refined concepts of learning in each classroom regardless of level. Teachers must evaluate their methods of teaching each day in an effort to improve their skill of posing problems clearly and allowing the pupil to arrive at the conclusion. When teachers are satisfied that they have succeeded in this phase of their performance, they have created the climate for the initial stage of active learning within the child.

Teachers then face the question: How does the child proceed? We know that it is not a sterile process between a child and a workbook in a silent room. We know that it is a quest for ideas and information, an acceptance or rejection of another child's hypotheses or analyses, decisions (faulty or correct) as a result of an interaction among his peers and/or adults. It is the duty of teachers to provide this climate, also.

Once a pupil has arrived at an answer, what does he do with it? Here is the crux of the American system of democracy. Northern Europeans might have eradicated the subtle art of teaching, but they did not corrupt the essential finale of man's mental powers: self-expression. Indeed, they considered it so important, they incorporated it into the very foundation of our way of life.

Unfortunately, educators often have afforded this essential element to only two sections of our society- primary children and adults. The long span of school years between these stages has been devoid of oral individual opinion, theories, or ideas for many children. They have been relegated the inferior role of mere absorbers, ignoring the dual learning complexity, expression.

One purpose of this reading guide is to confront teachers of intermediate level pupils as well as primary level pupils with these questions:

"How many opportunities did I provide today for each pupil to express his ideas in a dignified framework to one or two of his peers, to his class, and/or to me?"

"Did I organize my reading period today so he could quietly discuss the ideas of a piece of literature or the decisions on the study skills material with his reading buddy or group of three or four?"

"Did I organize my content area subjects today into groups of two or three so each pupil would interact energetically?"

"Did I provide a concrete experience today in which one or more expressed his ideas, consciously observing rules of good diction, voice, volume, and inflection?"

The pupil in our classrooms today may have to learn a new arithmetic system before he finishes college; he may have to absorb complete reversals of the current concepts of science, philosophy or economics; but he will have only one way of oral expression. Persuasive ideas will still be communicated most effectively by skillful "salesmen" employing the ancient art of the spoken word.

Reading and speech consultants, supervisors, and psychologists are looking for classrooms organized to include the effective verbal communication each day of each pupil with his peers.

Teachers are NOT TO BE CONCERNED with text book material covered. They are to be INTENSIFIED with pupil development uncovered.

PHILOSOPHY OF ENGLEWOOD AND PURPOSE OF THE READING GUIDE

In the fall of 1962 a curriculum conference of administrators and teachers of the Englewood Public Schools laid the groundwork for the Englewood School Development Program. They found that an increasing number of mobile families with varying cultures live in Englewood. Some of these children have had inadequate schooling and background to cope with the demands of standard curriculum. A great many of them appear to be lacking in basic experiences and verbal facility essential for conceptual growth. They found, also, that the school population included children of sophisticated cultural background, including a significant number of the talented or gifted. These advantaged children attend school in the same classes with those less advantaged, creating a difference in ability and performance almost too great for a single teacher to manage effectively. Acceptance of this uniqueness of each child forced this conference to consider this wide range of individual differences and to achieve realistic classroom proportions.

Their most urgent recommendation was a frontal attack on the problem of developmental reading instruction from pre-reading stages through secondary levels.

In seeking the individualization of instruction, the following premises are accepted:

a. Grade placements are no longer an adequate basis for the structure of the reading program.

b. Reading is a meaningful act governed by these basic laws of learning: the learner must have incentive; he must be able to develop concepts, attitudes and skills in a manner consistent with his physical, mental, and emotional growth; he must decode the symbols and translate the author's message into a two-way form of communication.

c. Since reading involves the total functioning of the child, the entire curriculum must be expressed in terms of individual development and levels of expression.

The Englewood Public Schools have partially separated reading instruction from the grade placement structure, to insure more individualized techniques in narrowed range situations. Children are redeployed according to their

instructional level of reading for one block of time during the school day. This redeployment generates the specific problems of communication between teachers of the same child and problems of continuity and correlation of subject material. These difficulties have been accepted, however, and teachers are agreed that it is their responsibility to meet the needs of each child in every subject area.

In the summer of 1963 a task force prepared the structure for this kind of organization. The conference developed a draft copy of a reading guide covering pre-reading, initial instruction, initial independent and primary reading. It treated in depth the philosophy which supported the research for sound methods of teaching.

In 1963 upon completion of the organizational details using this instrument as a check and balance sheet, the Englewood Public Schools established the redeployment system for grades three through six. The teachers made more than thirty recommendations to strengthen this program, which is experimental for three years.

In the summer of 1964 a second task force reviewed suggestions made by staff personnel and prepared this version of the reading guide, which incorporates the former draft with intermediate levels of reading.

The purpose of this work is the improvement of instruction in reading for every child in the Englewood Public Schools. Outstanding teaching takes place daily in a great many classrooms, but teaching is a subtle art demanding improvement. It is anticipated that teachers will use the charts, suggested ideas, activities, and resources in this guide in planning reading lessons in accordance with the level and maturity of the class.

The teacher is free to enlarge on the guide, to refine it, or to add to it. Most of the books in the bibliography of this guide are available in the school system through professional library service. Teachers are urged to borrow freely from this collection.

The order of this guide is expressed in terms of levels which may be translated into the following classification of basal series as follows:

Levels

Pre-reading	Reading Readiness
Initial Instruction	1^1 1^2
Initial Independent	1^2 2^1 2^2
Late Primary	2^2 3^1 3^2
Early Intermediate	3^2 4 5
Late Intermediate and Early Secondary	5 6 (7-8)

For specific help in the execution of developing pupils' skills in reading, teachers will use the excellent manuals accompanying the basal series and will call upon the services of the reading consultants.

THE ORAL LANGUAGE APPROACH TO READING

The language arts are concerned with the communication of ideas. Reading is an important part, but only one part of the constellation of abilities needed to communicate.

Ideas are exchanged most frequently through speaking and listening. Research indicates that the child who has had opportunities to experience and achieve in oral language also achieves in reading. He has had verbal and auditory opportunities to comprehend ideas, to evaluate and infer, to develop vocabulary, to use clues to evolve meaning, to utilize complex phrases and sentences. He has orally corrected speech errors.

Written words become meaningful when the child has expressed them orally and understood them in listening.

Speaking is a learned expressive skill. The child's speech is the totality of his experiences, his personality, his maturity, his needs and his desire to communicate. His speech patterns, his use of stress, grammar and vocabulary are the same as those of his home and neighborhood. Therefore diversity in speech should be appreciated and accepted at the same time that "school-type" patterns of speech are explored.

Ease in oral language comes through continuous development. Early and constant attention must be given to oral expression. Emphasis on speaking and listening not only helps the child to become a better reader, but helps him maintain his individuality and self-fulfillment through the expression of creative ideas.

ASPECTS OF READING

The Englewood Public Schools uphold the theory that each teacher guides the "whole" child through experiences each entire day, giving him the necessary basis for effective spoken, written, and interpretive communication. The day is not separated into blocks of time called "Time for Listening" or "Time for Discussion". Rather all the following activities may take place in all subject areas and at all times of the day.

In this guide these activities are classified because of organizational necessity. They are prefaced with general statements of objectives and findings and followed by ideas and practical direction for the various levels of development.

A well-rounded program including as many of these activities as possible should be in evidence in all classrooms at all times of the day. The child is the center of the program, and he learns through these many avenues of pursuit. The teacher is sensitive to each child and provides the atmosphere in which learning is active, exciting, and wholesome.

The following section may be used by teachers of all levels in aiding in planning the weekly program and as a check and balance sheet in gearing units so that all areas (listening, speaking, writing, reading) are clearly in focus.

There is space on many pages for the teacher to add his own creative ideas for reference. These ideas will be particularly valuable for further development and future use of the guide.

LISTENING AND SPEAKING

Listening is a learned skill. Training to increase listening efficiency and to develop one's own standards for listening should be started in the pre-reading stage. The major objectives for listening are:

1. To develop skills in auditory imagery and analysis.
2. To listen comprehensively, appreciatively and critically for more effective learning.

Certain requisites are necessary if listening is to be meaningful:

1. A relaxed, quiet atmosphere, a comfortable physical setting and a minimum of distractions.
2. Motivation which catches children's interest and provides them with a purpose for thoughtful, concentrated listening.
3. Opportunities for reacting purposefully to the material acquired through listening.

Speaking is the expressive counterpart of listening.

Speaking and listening should be integrated throughout the day. Students need opportunities to participate as player and audience. Activities such as story telling, role-playing, debating, puppetry, formal and informal discussion, conversation, choral speaking, planning and producing plays, conducting meetings, and reporting can be used as vehicles to meet the aims and objectives of effective listening and speaking.

Activities can be carried out in groups of two or more with success and enjoyment. A flexible, varied curriculum can best meet the needs and interests of pupils in day by day activities utilizing teacher-pupil creative planning. These experiences can be more effective tools for gaining information than reading and writing. (Refer to "The Oral Language Approach to Reading", page 8.

Speaking and listening are acts of communication. As such, they derive from acts of thinking. At primary

levels, these "thinking" skills are set in an informal class context. During the intermediate grades, however, both speaking and listening become more structured and analytic as the class context becomes more formal. Critical thinking with verbal or abstract ideas requires specific skills, which must be taught. Among these skills are:

1. To introduce topics
2. To define issues, analyze situations, define problems
3. To use relevant recall
4. To encourage and respect participation by other pupils
5. To use other persons and/or things as resources
6. To summarize
7. To evaluate
8. To understand the group process

For a more complete discussion of these skills the teacher is referred to guide for Critical Thinking, published by the Englewood Public Schools.

LISTENING AND SPEAKING

V-First introduced verbally
Reenforced at each subsequent level

Skills and Activities	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
1. Grasping the main idea of selection	V						
2. Noting details in sequence of events	V						
3. Getting the conclusion of a story	V						
4. Supplying missing words from context	V						
5. Following directions and getting announcements	V						
6. Sensing and projecting mood or tone of that heard	V						
7. Reproducing what is heard by dramatizing, drawing, painting, dancing or through movement	V						
8. Distinguishing between the real and make-believe, true and untrue statements	V						
9. Discovering mistakes in pronunciation	V						
10. Listening to first line of a rhyme and making up a second line to rhyme	V						
11. Developing the ability to associate and discriminate among sounds	V						
12. Making comparisons	V						
13. Interpreting meaning of tone, pitch, inflection	V						
14. Listening to enrich vocabulary	V						

Skills and Activities	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
15. Interpreting what is heard in terms of one's own past experiences	V						
16. Thinking ahead, anticipating what will come next	V						
17. Developing self-discipline in regard to distractions	V						
18. Spotting emotion-laden words, emotion-arousing ideas	V						
19. Refining discriminative listening - involving analysis, judgment, evaluation	V						
20. Strengthening meaning associations with words (high, low, short, first, etc.)		V					
21. Supplying a missing word beginning with same sound as first sound of a given word (activity)		V					
22. Reproducing in writing what is heard		V					
23. Seeing word pictures in poetry and prose		V					
24. Spotting new ideas, inspecting new data, observing unusual uses of known facts and information		V					
25. Distinguishing between telling, asking, and exclamatory sentences			V				
26. Developing the ability to take telephone messages			V				
27. Securing names and information given in introductions			V				
28. Developing and re-enforcing auditory analysis			V				

Skills and Activities	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
29. Listening to gain information and understanding				V			
30. Recognizing central ideas and total meanings				V			
31. Recognizing when ideas are not well supported with evidence					V		
32. Recognizing different viewpoints of speakers					V		
33. Developing the ability to take notes while continuing to listen					V		
34. Starting out with what is important to remember or retain					V		
35. Developing critical listening					V		
36. Weighing the reliability of different statements, taking into account propaganda techniques						V	
37. Noting what has <u>not</u> been said as well as what has been said						V	

PRE-READING - Listening and Speaking

Desirable Aims	Classroom Activities	For Additional Activities
1. <u>Grasping</u> the main idea	1. <u>What</u> would be a good title for this picture?	
2. <u>Noting</u> sequence of events	2. <u>What</u> happened next?	
3. <u>Understanding</u> the humor of a story	3. <u>Draw</u> or dramatize the funny part of the story.	
4. <u>Supplying</u> missing words from context	4. Read or tell a story to the class, pausing at certain places and leaving out a word. The listener is to supply the missing word.	
5. <u>Following</u> directions	5. Directions Game: The group is divided into two or three teams. One child gives two directions and designates another child to carry them out.	
6. <u>Sensing</u> and <u>projecting</u> mood or tone of what is heard	6. a. Listening for a particular melody in a record; e. g. "Children's Overture"; recognizing familiar nursery rhymes. b. Moving the body to music. c. Language: Isolation of separate sounds that children can experiment with. This can be effectively done by listening to a sound and reproducing it vocally; e. g. squeaky bicycle wheel.	
7. <u>Interpreting</u> what is heard through dramatizing, drawing, painting, dancing or movement		

Desirable Aims	Classroom Activities	For Additional Activities
8. Distinguishing between the real and make-believe, true and untrue statements		
9. Listening to first line of a rhyme and making up a second line of rhyme		
10. Making comparisons	10. Rhythm instruments - harsh and soft quality.	
11. Interpreting meaning of tone, pitch and inflection		
12. Listening to enrich vocabulary	12. Encourage child to repeat expressive words heard in a story, such as "camomile tea".	
13. Interpreting what is heard in terms of one's own past experiences		
14. Thinking ahead, anticipating what will come next	14. Read aloud part of an unfamiliar story and have the pupils suggest what will happen next. (For upper primary grades, supplementary readers not well known to the group are good sources of stories).	

INITIAL INSTRUCTION - Listening and Speaking

Desirable Aims	Classroom Activities	For Additional Activities
1. <u>Strengthening</u> meaning associations with words (high, low, short, first, etc.)		
2. Discovering irrelevant material	2. One child tells a story of four to six sentences in length. One sentence will not make sense or add to the story. Another child is asked to listen carefully and tell the sentence that is not a part of the story.	
3. <u>Supplying</u> a missing word beginning with the same sound as first sound of a given word		
4. <u>Developing</u> the ability to associate and discriminate sounds	4. a. The children are asked to recognize sources of sounds in the environment, distinguishing <u>loud</u>, <u>soft</u>, <u>near</u>, <u>far</u>, <u>high</u>, <u>low</u>, <u>harsh</u>, and musical tones (discernment of quality attached to sounds). b. Children may practise their word discrimination powers by telling whether two words pronounced by the teacher (or another pupil) are the same or different. A variation: Children can write numbers (1-15) and then put "S" or "D" beside the number of each pair as the teacher pronounces it. A few examples of "different" pairs are: <u>bag-back</u>, <u>boat-both</u>, <u>dug-duck</u>, <u>cat-heat</u>, <u>let's-less</u>, <u>pecks-next</u>, <u>then-thin</u>.	

Desirable Aims	Classroom Activities	For Additional Activities
5. <u>Reproducing</u> what is heard by writing		
6. <u>Seeing</u> word pictures in poetry and prose	6. a. Teaching HAIKU, the Japanese style of poetic expression or a variation of it is an excellent means of illustrating word pictures. b. Illustrate how words can paint pictures with such phrases as "Quiet as closing your eyes," and "Lively as the autumn wind." Encourage the group to paint other word pictures, using words that describe the snow, falling leaves, the wind. Let the children try an individual or group poem.	

INITIAL INDEPENDENT - Listening and Speaking

Desirable Aims	Classroom Activities	For Additional Activities
1. Distinguishing between telling, asking, and exclamatory sentences 2. Developing and re-enforcing auditory discrimination Examples: a. recognizing long and short vowels b. recognizing hard and soft sounds of c and g c. identifying silent letters in a word d. identifying initial and final consonant blends	The teacher is referred to many excellent manuals for specific suggestions. Among these a Durkin, Dolores, Phonics and the Teaching of Reading, Bureau of Publications, Teachers College, 1963. Herr, Selma, Learning Activities for Reading, William C. Brown Company, 1961. Russell, David H., Listening Aids Through the Grades, Bureau of Publications, Teachers College, 1963. Scott, Louise B., Phonics: Listening, Speaking, Reading, Writing, Webster Publishing Company, 1962.	

LATE PRIMARY - Listening and Speaking

Desirable Aims	Classroom Activities	For Additional Activities
1. <u>Listening</u> to gain information and understanding	1. a. Listening to suitable radio programs or newscasts and discussing or evaluating them is an excellent way to increase listening ability. b. A few pupils pretend to be famous persons. Some others are assigned to interview one outstanding person (after a careful biographical study). Each famous person studies the life of the individual he represents, so that he can respond skillfully. c. Ask some students to bring to class news items and to prepare a list of questions relative to their items. After hearing each article, the listeners are asked to respond to the questions (orally).	
2. <u>Recognizing</u> central ideas and total meanings	2. a. Read short, unfamiliar stories to the group and have the children make up a title for each story. This activity can be initiated on earlier levels depending on the child's maturity. b. Read a short story to the group and have the pupils retell the plot.	

INTERMEDIATE - Listening and Speaking

Aims	Classroom Activities	For Additional Activities
1. Developing a growing awareness of language, its potency for intellectual and aestheic exploration.	1. Opportunities to play with words and meanings by playing games using colorful expressions, (such as describing commonplace happenings in unique ways)... Orally interpreting ideas (intellectual and aesthetic) as scaring a person verbally, convincing another through discussion.	
2. Understanding the structure of oral language.	2. Giving talks...speaking from outlines...presenting materials one way and having others rephrase... listening to articles that offer varied sentence structure... discussing the structure of language... Speaking with varied stress for varied meaning.	
3. Developing an ability to use the voice as a responsive instrument.	3. Using games designed for development of pronunciation, enunciation, inflection, et...using tape recorder to record expression and analyze...discussing good speech habits...utilizing varied activities as dramatic recitations, reporting, story telling...allowing opportunities for discriminating and imaginative usage of voice...choral speaking to interpret moods.	
4. Understanding the role of the speaker, his relationship to the listener and to what he says. (note the circular response of speaker plus listener plus feedback)	4. Interviewing...problem solving where speaker states problem and audience reacts...providing opportunities to observe simple rules of parliamentary procedure...	

Aims	Classroom Activities	For Additional Activities
	using guest speakers...conducting meetings...describing particular techniques...role-playing of biographical personalities.	
5. Developing a sense of logical sequence and organized creative thinking.	5. Explaining processes such as games, scientific experiments...outline speaking...role-playing. Using pictures as a point for take-off.	
6. Recognizing when ideas are not well supported with evidence.	6. Utilizing 'tall tales'...trying out advertising techniques... comparing newspaper articles... writing incongrous stories and reading outloud. Role-playing.	
7. Recognizing different viewpoints of speakers.	7. Sham political campaigns...class discussion on controversial issues.	
8. Noting what has <u>not</u> been said as well as what <u>has</u> been said.	8. Opportunities to complete stories from brief information...telling stories from titles...discussing inuendoes, the use of gesture and inflection...using metaphors and similes for assumptions.	
9. Spotting new ideas, inspecting new data, observing unusual use of facts and information.	9. Creating metaphors and similes as well as analyzing those which are wellknown...opportunities to hear incongruities such as those of Ogden Nash, Casey Stengel...listening to TV and radio commercials... writing group reports, newspaper.	
10. Refining discriminative listening. This involves analysis, judgment, evaluation.	10. Use of thought-provoking questions that invite divergent thinking, listening and answering...(insti-	

Aims	Classroom Activities	For Additional Activities
	gated by teacher and/or student)... riddle questioning...interpreting moods, critically evaluating poems, plays, music, etc....listening for what is alike or different in style, tone...describing listening experience without using words (pantomine).. listening to sentences with words omitted and providing suitable words.	
11. Developing the ability to take notes while continuing to listen.	11. Opportunities for individual to be recorder in class discussions, meetings...taking directions for recipe, experiment, meeting.	
12. Deciding what is important to remember.	12. Taking unimportant sentences, phrases or words out of stories...retelling incidents, stories...selecting titles.. illustrating stories in charades, music, art...outlining articles, speeches.	
13. Developing an understanding of the distinction between hearing and listening.	13. Comparing the meaning behind varied noises and sound interpreted with meaning.	
14. Developing the ability to listen for pleasure.	14. Listening to music, poetry and in areas of interest...sharing of ideas about materials heard.	

COMPREHENSION

Reading comprehension is a transaction between printed symbols and the thinking reader - an interaction between the reader and the material read. The act of comprehension involves a broad context: all that the reader brings to the printed page.

Reading is thus influenced by the reader's attitudes, his experiential background, and the meaning he attaches to direct experience. Of course, an individual's ability to read is directly related to his command of our language system. As he learns the techniques of phonetic and structural analysis, his power to unlock words increases. Comprehension is encased in a frame of vocabulary skills.

Comprehension skills have been categorized as (1) literal, (2) interpretive, and (3) critical. All three levels are implicit in reading at any developmental stage. A sequence does not necessarily exist. There is no basis, therefore, for establishing a hierarchy of comprehension skills.

Comprehension is thought-getting. But often thinking ability does not parallel the development of reading ability. Some children think well, but are unable to handle the intricacies of our linguistic system. Others are proficient in verbal skills, but reluctant or inadequate in reasoning. A carefully developed system of introducing and re-enforcing thought-getting skills will help the child who calls words but who lacks concepts.

Concepts spring from direct experience. From infancy the child is able to comprehend concrete experience in which he is directly involved. As he matures, he learns to abstract: that is, to form concepts without the re-enforcement of direct sensory experience. Thus a skill such as "getting the main idea" appears in the pre-reading stages of language growth, develops through concrete, uncomplicated experiences or through simple "story" material. As the curriculum

spirals, the child applies this skill to more abstract experiences, to more complex linguistic structures, and to informative material without intrinsic motivation.

Some children, especially from disadvantaged environments, are unable to make this progression from concrete to abstract. Such children also are likely to have difficulties with our linguistic system. Their mode of comprehension is non-verbal. They require special training in the complexities of oral and written language. But within their mode of comprehension, they may be competent thinkers.

One goal of instruction is the achievement of a balance between these two facets of reading comprehension.

We cannot teach comprehension as such. Comprehension is a function of cognitive development implicit in the act of reading. If a child does not understand a text, he is not reading it. The growth of comprehension, however, is more than a matter of fortunate accident. Fostering growth in comprehension is a legitimate objective of group instruction in reading.

Each basal reading series provides its own sequence of interpretive and critical skills. The teacher who uses a particular series should follow the sequence in the accompanying manual. However, the same interpretive and critical skills are of major importance in mathematics, science, literature, and the social studies. The teacher here can hardly rely on one basal reading series for this purpose, for the progression of his subject makes specific demands. He requires rather a structure from which to plan. The charts which follow are designed with this in mind.

Comprehension is the perception of something. And the "something" is content. Content progresses along several continuums, among which are these:

1. Concrete to abstract
2. Simple to complex
3. Direct to vicarious

This progression of content sets a limit on the use of these charts to indicate a specific intellectual power such as "grasping the main idea".

However, in planning, the teacher should keep in mind these limiting principles.

1. Comprehension is a basic cognitive act. Reading comprehension is an advanced form of this act. Reading comprehension thus depends on a wide structure of oral language and of direct experience.

2. Comprehension skills should usually be introduced in a speaking-listening situation. Oral language conditions reading ability.

3. All comprehension skills are to be extended and re-enforced continuously at all levels, once they have been introduced.

4. The progression of a skill is limited by the nature of the material to which it is applied.

5. Comprehension skills should be established through simple materials and developed through more complex expository materials to higher levels of maturity.

RATE OF COMPREHENSION

Increasing reading rate is frequently a concern of teachers at the intermediate levels. A child's word recognition and comprehension proficiency should be on a sixth-reader level before any attempt is made to increase his rate of reading. Materials used for developing speed should be at the child's independent level rather than on his instructional level, so that he experiences no difficulty whatsoever in word recognition.

In developing speed in reading, the teacher's emphasis needs to be placed on the <u>adjustment of rate</u> to the purpose set for the reading.

COMPREHENSION SKILLS (Literal, Interpretive, Critical)

Code: V-Introduced verbally
R-Introduced in reading
Reenforced at each subsequent level

LITERAL COMPREHENSION SKILLS Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
1. Recognizing a sentence	V	R					
2. Recognizing the relationship of words in a sentence	V	R					
3. Recognizing the significance of punctuation marks	V	R					
4. Recognizing other devices (capitalization, indentation, etc.)		R					
5. Restating the literal meaning of a passage or story	V	R					
6. Demonstrating simple recall of a phrase or sentence	V	R					
7. Following simple directions	V	R					

COMPREHENSION SKILLS (Literal, Interpretive, Critical)

Code: V - Introduced verbally
R - Introduced in reading
Reenforced at each subsequent level

INTERPRETIVE COMPREHENSION SKILLS	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
1. Ability to recognize main idea of a passage or story	V	R					
2. Ability to distinguish relevant from irrelevant material	V	R					
3. Ability to select significant details of a passage	V	R					
4. Ability to relate significant details to the main idea	V		R				
5. Ability to follow a time sequence	V	R					
6. Ability to follow cause-effect patterns of thought	V		R				
7. Ability to compare or contrast - analogical thinking	V		R				
8. Ability to recognize theme of a selection of several paragraphs	V			R			
9. Ability to recognize secondary ideas in a selection of several paragraphs	V			R			
10. Ability to recall and restate the gist of a selection of several paragraphs	V			R			
11. Ability to make inferences, draw conclusions	V	R					
12. Ability to perceive meaningful relationships between sentences	V	R					
13. Determining truth or falsity of a statement according to text	V	R					
14. Determining truth or falsity of a statement according to experience	V	R					

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
15. Ability to receive sensory impressions from the text	V	R					
16. Ability to make generalizations	V	R					
17. Ability to visualize meaning of a passage	V		R				
18. Ability to predict outcomes	V	R					
19. Ability to anticipate development of a story or passage	V		R				
20. Ability to estimate	V	R					
21. Ability to distinguish figurative from literal language	V			R			
22. Ability to abstract the thought pattern of a passage	V			R			
23. Ability to discern purpose of writer	V			R			
24. Ability to sense emotional tone of material	V	R					
25. Ability to react emotionally to a selection's tone consistently	V	R					
26. Ability to imagine or project characterizations	V	R					
27. Ability to recognize and interpret descriptive language	V	R					
28. Ability to recognize how intonation affects meaning	V			R			

COMPREHENSION SKILLS (Literal, Interpretive, Critical)

Code: V-Introduced verbally
R-Introduced in reading
Reenforced at each subsequent level

CRITICAL COMPREHENSION SKILLS Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
1. Ability to distinguish between fact and opinion	V			R			
2. Ability to validate generalizations or hypotheses			V	R			
3. Ability to assess validity of conclusions drawn by writer				V	R		
4. Ability to assess evidence in terms of qualifications of a writer, extent or range and recency of data					R		
5. Ability to detect persuasive or propaganda devices, or emotive language used for effect	V					R	
6. Ability to relate material to a specific problem	V	R					
7. Ability to select material to support a specific point of view					R		
8. Ability to utilize varying sources in research for conclusions in any given problem					R		
9. Ability to assess solutions arrived at by others	V			R			
10. Ability to project hypotheses and support these through inquiry	V				R		

VOCABULARY DEVELOPMENT

A child has four distinct but overlapping vocabularies:

1. a listening or meaning vocabulary
2. a speaking vocabulary
3. a word-recognition or reading vocabulary
4. a writing vocabulary

At six years, the child usually understands thousands of different words, but he reads or writes few or none at all. During the early levels, the child's recognition vocabulary and even his writing vocabulary grow very rapidly. The writing vocabulary almost always remains the smallest. Somewhere in the early intermediate level, the child's reading vocabulary ordinarily overtakes and passes his speaking vocabulary.

At all grade levels, the teacher of reading is especially concerned with word-recognition skills, but is aware that the various vocabularies are involved in all reading activities. The teacher at the intermediate level has a responsibility to bring the child's reading or recognition vocabulary up to the level of his listening and speaking vocabulary. At times the reading vocabulary may contribute to an increase in the listening and speaking vocabulary as the child meets new words in a meaningful reading situation and incorporates them into his total understanding vocabulary. Similarly, words heard during planned listening and speaking experiences are more easily recognized when the child meets them in print.

In the wider sense, the study of words means the development of understanding, reading, speaking, and writing vocabularies. Since these are all interrelated and contribute to one another, a reading program should provide opportunities for many experiences in the various language arts which are designed to develop the four vocabularies. (See "Oral Language Approach to Reading - page 8).

VOCABULARY EXPANSION

Essential to the development of a reading vocabulary is provision for meaningful experience. Vivid first-hand experience is the best basis for the development of accurate concepts. Trips and excursions, when well planned, are excellent for broadening children's horizons.

When first-hand experience is not possible or practical, visual aids such as moving pictures, filmstrips, slides, pictures, charts, and objects are substitutes.

Storytelling and oral reading by the teacher are valuable ways of expanding experience. Practice in the use of language is highly important. Opportunities for listening and speaking can be provided in the classroom through discussions, reports, informal conversations, and dramatics.

Development and expansion of concepts as a means of helping children develop and expand word meanings becomes increasingly important at the intermediate level, for with the shift to textbooks in the content areas, the middle grade pupil becomes burdened with a great number of strange words.

The problem is further complicated by the number of abstract terms, idiomatic expressions, figurative terms, and new connotations for words met earlier. Direct experience, discussion and visual aids are most helpful and cannot be over-emphasized.

WORD RECOGNITION

The teacher is concerned with the development of the interdependent abilities of word understanding along with word recognition. The identification and recognition of words are thoroughly developed in all stages of reading through a variety of methods:

1. Use of picture clues
2. Use of context clues
3. Use of phonetic analysis (See Scope and Sequence Chart)
4. Use of structural analysis (See Scope and Sequence Chart)
5. Use of the glossary and the dictionary
6. Asking a peer or the teacher
7. Wide reading

The purpose of the Scope and Sequence Chart that follows is to put "in a nutshell" the steps in the development of phonetic and structural analysis. For a more detailed listing see the charts in the primary section of the guide.

The syllabication rules on page 35 are included for the purpose of maintaining uniformity. Frequently children are confused by different methods of presentation. These rules are for teacher use only. They are not to be presented as such to the children. Instead, children are guided into making these generalizations. Meaningful practice reinforces the procedure.

SCOPE AND SEQUENCE CHART

1. Study of consonant sounds

2. Study of blending
   a. consonant
   b. rhyming elements

3. Study of vowel sounds
   a. long vowels
   b. short vowels
   c. vowel plus "r"
   d. dipthongs "oi-oy" - "ou-ow"
   e. long and short "oo"
   f. "a" plus "l" and "w"

4. Vowel rules
   a. short vowel clue
   b. silent "e"
   c. two vowels together
   d. final vowels

1. Study of known root words and known endings (s, ed, ing)

2. Study of compounds and contractions

3. Study of known root words which change structure when endings are added
   a. double consonant
   b. changing "y" to "i"

4. Study of known root words to which prefixes and suffixes are added

5. Study of characteristics of multi-syllabic words
   a. number of syllables
   b. accent
   c. each syllable has one vowel sound
   d. the schwa

6. Study of three rules of syllabication (see following page)
   a. vc:cv
   b. v:cv
   c. "le"

*Botel, Morton, et. al. - Word Attack by the Discovery Technique.

State College: Penns Valley Publishers, Inc., 1960

SYLLABICATION RULES

Vowel Rules

1. A single vowel in a word (or syllable) is usually short.
2. Vowels have the long sound when they appear alone or at the end of a word (or syllable).
3. If a word ends in "e", the vowel before it is generally long and "e" is silent.
4. When there are two vowels in a word (or syllable) the first is long, the second is silent.

Principles of Syllabication

1. There are usually as many syllables as vowel sounds in a word.
2. Suffixes and prefixes form separate syllables.
3. Blends and digraphs are usually not divided.

Rules for Pronouncing Words

1. If the first vowel is followed by two consonants, the syllable usually ends with the first consonant.
   In short form this can be reworded: Divide between two consonants. vc:cv
2. If the first vowel is followed by a single consonant, the consonant begins the second syllable.
   In short form this can be reworded: Divide in front of a single consonant. v:cv
3. If a word ends in "le", preceded by a consonant, the consonant begins the last syllable.
   In short form this can be reworded: "le" rule
4. When in doubt about a syllable break, one should presume that the syllable ends with a consonant.

RECALL

Among other things, readiness to read hinges on the ability to keep in mind sequential development of ideas. This ability to retain and remember is a significant factor in comprehension. Factors such as work habits, interest in reading, and attitudes towards learning may all contribute to memory span.

Psychologists theorize that memory potential is allied to intellectual capacity. They have distinguished among the three ways of memory improvement as follows:

1. Mechanical methods - deepening, prolonging and repeating impression
2. Intellectual methods - employing a logical rational system and classification
3. Ingenious methods - artificial systems of memory improvement

The child should concern himself with the second method. When it becomes essential to memorize interesting, meaningful material, the child should be guided to do so through the understanding of word and idea association and classification. A response should call to mind the next cue which triggers the next response, and so on.

A child with adequate intelligence but a poor memory span can be helped to achieve efficiency with varied classroom activities. These should be initiated in pre-reading stages and developed steadily throughout all levels. Most effective learning occurs when the activities are an auditory, visual, verbal, and kinesthetic combination. Rewards for this type of intrinsic behavior should reinforce the behavior so that it is likely to recur.

The experience of memorization and recall should be organized so the pupil is successful and feels a sense of accomplishment.

RECALLING and/or RETAINING

Aims	Activities	For Additional Activities
1. Remembering what is in the picture	A. The children look at a picture for a designated period of time; then without referring to it again, answer questions, such as: "Was there a dog in the picture?" "Did the girl wear a hat?" B. Variation: After looking at a picture, underline words that name objects in the picture. For example, if the picture is a farm, the following list of words could be used: barn bus street factory house pig door school eat chick gate rabbit	
2. Recalling word-families based on a particular root	Children should be taught that there are families of words based on the same root. For example: set, onset, setting, settle, settled, settler, settlement, unsettle, etc.	
3. Recalling names and faces	Clip from a magazine or newspaper pictures of ten persons and their names. Allow the children to look at them for three to five minutes and try to remember each person's name.	
4. Recalling from the previous day or week	A. Ask the children to try to recall what yesterday's reading lesson was about. Ask what happened at a particular sequence in the story. How did the previous story differ from or resemble today's story? B. Before viewing a film or listening to a talk, guide the students to establish objectives for listening or watching. Then, after the film or talk, ask several questions pertinent to the student's objectives that require recall. (For example, elicit answers that require student judgment, inferential thinking, etc.)	

Aims	Activities	For Additional Activities
5. Drawing from memory	Look at a picture or a map for a few minutes and then draw it from memory, or answer questions concerning details of the picture. For example: After viewing a map of the United States, ask the child to draw the U. S. map and put in the following: Washington, D. C., St. Louis, Lake Superior, the Mississippi River, New York City. Having done this, have the child compare his drawing with the original map.	
6. Memorizing a poem or selection	Stimulate the class to memorize a favorite poem or prose passage because of its beauty or meaning. Begin with a very short passage. Example: "Fog" by Carl Sandburg. Avoid having the children memorize through repeated impressions. After reading the item for understanding and appreciation, have the children select key words and phrases and try linking these together to recall the whole passage. Example: The fog comes on little cat feet. It sits looking over harbor and city on silent haunches and then moves on. Allow the children to try this method with short prose selections.	

THE SCHOOL LIBRARY

The school library is more than a materials and resource center. It serves the school as a learning laboratory to stimulate interest and growth in reading according to the developmental level of the child and his interests and needs. In this learning laboratory skills already presented by the classroom teacher can be reinforced. The library contributes to the growth of children in independent and critical thinking, in abilities to study effectively, in appreciation of literature, and helps them to develop desirable attitudes toward reading and toward other materials of communication and learning. The library helps the child to see that books are an exciting, enjoyable way of communicating.

The library offers valuable experiences and instruction starting with pre-kindergarten and expanding in breadth and depth through secondary school. The library program extends into the classroom and outside the school to community library facilities and other human resources. Quality library service requires the support and cooperation of the administrators, the supervisors, the teachers and the librarians.

A LIBRARY DEVELOPMENT PROGRAM

TEACHERS AND LIBRARIANS WORK TOGETHER TO:

Recommend library materials to meet all school needs

Plan experiences which promote intelligent use of libraries

Guide and assist students in the library, helping them to make the best possible use of their time

Provide for individual differences, interests, and needs, including developmental, corrective, and individualized reading programs

Help children to become discerning in their selection of materials

The teacher in the classroom

Correlates teaching with library resources

Adapts assignments to available library materials

Gives the librarian sufficient advance notice of assignments which require library resources

Prepares the class for appropriate library behavior

The librarian

Provides a well-balanced collection of materials for the school program, including professional materials

Interprets the library program to teachers, parents and others whose aid he enlists in its fulfillment

Provides effective organization of library materials and makes them easily available for classroom or individual use

Serves as liaison between the teacher and the public library

The student

Makes frequent use of library materials to satisfy personal and class-related interests

Takes responsibility for intelligent application of library skills

Takes responsibility for his behavior in the library

Shares books and other materials

Knows the rules of the library and follows them

LIBRARY SKILLS

X - Initially introduced
Reenforced at each subsequent level

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
Orientation							
1. Determines front from back of book	X						
2. Determines body of book		X					
3. Knows direction of paging		X					
4. Knows how to turn pages	X						
5. Knows how and why to use a book mark		X					
6. Knows how to borrow books		X					
a. Books must be checked out by the teacher or librarian		X					
b. Books must be returned to the library desk		X					
Location and Arrangement							
1. Knows where to locate special collections							
a. Picture books	X						
b. Easy books		X					
c. New books		X					
d. Reference books					X		
2. Knows where to locate books on special topics				X			
3. Knows where to locate fiction and non-fiction				X			

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
4. Knows fiction books are arranged alphabetically by author's last name				X			
5. Can locate fiction books on shelves				X			
6. Knows non-fiction books are arranged numerically by Dewey-Decimal System					X		
7. Knows call numbers consist of Dewey-Decimal classification number and first letter of author's last name					X		
8. Knows that individual biography is arranged alphabetically by last name of person about whom the book is written						X	
9. Knows 920 is the number for collective biography						X	
10. Knows the importance of:							
a. Title page		X					
b. Table of contents		X					
c. Body		X					
d. Index				X			
e. Glossary				X			
f. Back of title page					X		
g. Copyright date					X		
h. Illustrations		X					
i. Bibliography						X	

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
Reference Tools							
Card Catalog							
1. Knows that it is an alphabetical index of books in the library					X		
2. Knows that it is an author, title and subject index					X		
3. Knows that labels on drawers or trays serve as a guide to the contents					X		
4. Knows that cards have call numbers in upper left hand corner					X		
5. Knows that call numbers indicate location of books on shelves					X		
6. Knows the difference between an author card, a title card and a subject card					X		
7. Knows that "cross reference" or "see" cards help in locating other books on same subject						X	
8. Knows he can find books by looking up broad subjects (i.e. - electricity, U. S. History, dogs - stories)					X		
Encyclopedias							
1. Can locate encyclopedias					X		
2. Knows that each book is called a volume				X			
3. Observes alphabetical order					X		

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
4. Knows how to locate and use the index					X		
5. Knows how to use cross-references						X	
6. Knows how to use guide words on each page						X	
7. Knows some encyclopedias have annual supplements						X	
8. Can find information about important persons, places, things and events						X	
9. Knows that encyclopedias are only <u>one</u> kind of reference tool						X	
10. Examines critically for accuracy of facts (knows inaccuracies and inconsistencies exist)						X	X
<u>Dictionaries</u>							
1. Knows how to alphabetize				X			
2. Knows there are different kinds and types of dictionaries				X			
3. Understands how to use guide words on each page						X	
4. Knows that words have multiple meanings				X			
5. Knows that each kind of dictionary has its own system of diacritical markings						X	
6. Can use diacritical marks to aid pronunciation						X	X
7. Knows difference between abridged and unabridged dictionaries						X	X

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
8. Can use the dictionary for word derivations						X	X
9. Knows that antonyms and synonyms follow meanings						X	X
10. Knows a dictionary gives meaning of: a. abbreviations b. foreign terms c. slang						X	X
Atlas							
1. Is familiar with the atlas					X		
2. Can use table of contents to find all maps and charts						X	
3. Uses the alphabetical index with pronunciation for specific items					X		
4. Knows that the atlas is a familiar way to locate geographical features					X		
Almanacs							
1. Knows almanacs are published annually						X	
2. Knows they contain material on a variety of subjects with many statistics					X	X	

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
News Media							
1. Knows where magazines and newspapers are kept				X			
2. Understands that they are for recreational as well as informational reading				X			
Audio-Visual Materials							
1. Knows these include: Films, film strips, pictures, records, transparencies					X		
2. Recognizes them as a source of information				X			
Other Reference Tools							
Is familiar with other general references available in the library such as:							
1. Book of Facts						X	
2. Book of Quotations						X	
3. Who's Who						X	
4. Vertical file (Pamplets, etc.)						X	

CLASSROOM ORGANIZATION

We define classroom organization as the manipulation of time, space, materials and methodology by the teacher to suit individual needs of pupils.

It is the purpose of this section of the guide to translate our child-centered philosophy and our multi-sensory approach to reading into practical application.

Our aim to tailor the curriculum to fit the child dictates a flexible organization, not a prescribed routine. Therefore teachers are urged to take an eclectic and experimental approach, drawing the best features from all patterns of instruction and all kinds of materials.

Here are some guidelines.

GUIDELINES FOR ORGANIZTION

PLANNING FOR READING DEVELOPMENT IN THE READING PERIOD

The redeployment of the Englewood Public School children for basic reading instruction is designed to reduce the range of performance to manageable proportions.

The basic reading instruction period is to be regarded as a time of day when all else is subordinate to the goal of advancing each child's reading skill and promoting positive attitudes toward reading.

This period should not be used entirely for drill on word recognition skills. It should provide laboratory time for correcting deficiencies in reading in skills; but <u>all</u> aspects of reading such as comprehension, interpretation, and appreciation of different kinds of literature should be included.

In the reading period oral language approaches can be effectively used. (See "Oral Language Approach to Reading"

and skill charts, pages 12 - 23). This is one appropriate place in the day's program to observe speech patterns and to evaluate individual and group needs. The speech consultant is available for suggested activities to foster an improvement in speaking, as well as for techniques to employ for correction of speech defects.

Placement in reading groups should not be regarded as permanent. One must allow for regressions and spurts of growth. This implies ongoing evaluation.

For children who have been in the Englewood Public Schools, the cumulative record card should furnish enough information for the initial forming of groups and the assignment of basal textbooks. This card lists basal and supplementary reading materials previously used and results of textbook tests. The reading consultant is available for help in this area.

Children new to the school system should be referred to the reading consultant for diagnosis and testing prior to formal assignment to a reading group. Until such testing is completed, the child should remain with his home room teacher. The reading consultant and the home room teacher can then make a cooperative decision about the appropriate reading group placement for this child.

Subgrouping within the redeployed reading groups should be flexible, depending on what needs to be taught to a particular group of pupils with similar needs at a particular time.

Since it is impossible for a teacher to individualize his instruction without attending to small groups and individuals separately, he will be effective to the extent that he can:

1. Encourage individual and group self-direction and initiative
2. Utilize team-learning techniques
3. Utilize self-teaching devices

The reading consultant should be regarded as a resource for practical help in demonstrating classroom management as well as the use of new and varied materials.

THE USE OF BASAL TEXTBOOKS

The use of basal reader series is a proved method of implementing systematic reading instruction. Criticism of these reading series usually stems from misuse of them. These books are designed to take the child through a developmental program which maintains a proper balance of instruction in all facets of reading. The appropriate use of basic readers and the workbooks accompanying them will assure careful presentation of all skills and prevent serious instructional gaps which might occur in incidental teaching.

The manuals of the basal readers give advice for the motivation of instruction and for adapting to individual differences. They can be helpful to all teachers, and are particularly valuable to inexperienced teachers.

The basal reader of a particular series is always to be used in conjunction with supplementary readers, library books, literature books, magazines, experience charts, newspapers, and other materials such as tapes, pictures, objects or filmstrips.

Multi-Basal Textbooks

Each teacher should have access to more than one basal text. The use of at least two different series is practical. When a child has completed a reader of a particular level and needs more work on that level, a co-basal series is useful. In some situations, a third and fourth series may be needed.

Guidelines for the use of basal readers are offered here.

GUIDELINE FOR USING BASAL READERS

1. The basal reader should fit the child's instructional reading level as determined by:

    a. His competence in the preceding book of that series as evidenced by the textbook test. This information will have been recorded on the cumulative record card.

    b. Teacher observation of the pupil's performance in the reading situation.

    c. An individually administered, teacher-made, informal textbook test. (See "How to Administer an Informal Textbook Test" in Addenda).

2. The cumulative reading record should be maintained for every child and be part of the pupil's permanent record.

3. The basal readers are not to be kept in children's desks. Texts, workbooks, and other instructional materials should be distributed to the pupils at each reading period in order that the material selected for teaching purposes be fresh and appealing.

4. Basic material used for instructional purposes is to be kept in school. Homework assignments should be based on supplementary readers, library books, children's newspapers and magazines.

5. A lesson with a basal reader must be planned. Steps in the planned development include:

    a. Motivating the children

    b. Building background for the material through discussion

    c. Clarifying new concepts. It is not to be assumed that all children have had the experiential background to relate to the material

    d. Presenting words that might be difficult

    e. Initiating purposeful silent reading

6. Purposeful silent reading precedes oral reading. The reading will be purposeful if:

    a. Aims for reading are established

    b. Comprehension questions are presented before the reading

c. Relationships of ideas are sometimes explored and anticipated

7. Practice in oral reading is most effective when a child reads individually to the teacher and receives on-the-spot help. When this is not feasible, the teacher may introduce the team-learning technique of pairing children for reading to each other.

8. Oral reading by an individual to the entire group is always voluntary. The listeners with books closed are attentive to the reader if they have been given things to listen for in the selection.

9. Workbook exercises follow, never precede, the initial teaching of a skill. Workbook exercises are a good indicator for evaluating the effectiveness of the initial teaching, and a device for reenforcement of specific skills.

10. Workbook exercises are to be used judiciously. Some pages may be omitted, for not all children need extra practice in all areas. Unused pages can be torn out and used for additional practice for another pupil.

11. Workbook exercises can be effectively used in the following manner:

    a. Children carry out the exercises independently or with a buddy

    b. Checking is done as a group with the teacher as soon afterward as possible. Each child checks his own work and makes corrections

    c. The group works independently with children taking turns leading the discussion and evaluating answers

12. It is suggested that the teacher adhere to the sequence of stories as presented in the basal reader selected for the child, unless he knows thoroughly all the skills involved in reading and their sequential levels of development, has the ability to analyze the skill needs of his pupils, and has mastered the techniques for teaching the skills.

    Teacher's manuals and guidebooks are valuable resources.

13. Teachers are encouraged to base instruction on one basal reading series so vocabulary can be reasonably controlled. However, co-basal program is available. If a teacher in any situation feels one series is more valuable than the other, he is urged to confer with the reading consultant and vary the materials according to judgment. Such situations might be:

    a. Need for more limited vocabulary that one series might serve better than another

b. Need for more skill development or concept mastery on the same level

c. Need for extended experiential development in reading because of some deprivation

From the pupil's cumulative reading record, the teacher may make sure a basal reader is not repeated on any level.

INDIVIDUALIZED READING

Individualized reading is not a method of teaching reading. It is an approach that is necessary to insure wide reading and, for some children, it is the best way to establish an interest in reading.

Individualized reading should be accepted as a part of any reading program, but not as <u>the</u> program. One can utilize the desirable features of this approach along with the advantageous aspects of a well-planned basic reader program.

We recommend incorporating the following individualized procedures:

1. Provide for individual conferences with each pupil in the class
2. Inventory each child's interests, reading strengths and weaknesses
3. Group together children who have similar instructional needs at a particular time. When that contract has been completed, dissolve the group
4. Provide many varied books and give children opportunity for self selection as well as for sharing what they have read

SUPPLEMENTARY MATERIALS

Phonetic skills as developed in a basal textbook frequently need reinforcement through additional practice for some children. It is recommended that teachers make up worksheets for this purpose. Phonics workbooks can be useful. However, it is wasteful of both time and material to assign an entire workbook to a child who needs help in only one or two areas of the book. It is recommended that individual pages rather than a whole book be used. All phonetic work must be oral. The purpose of phonetic practice is to give the child auditory, visual, and verbal experience with each sound. The written experience following the oral furnishes kinesthetic reinforcement.

Comprehension and work-study skills can be reinforced through the use of self-programming, laboratory-type learning materials or cut-up workbooks and worksheets created by the teacher. This kind of activity serves a twofold purpose: helping the pupil gain competency for independence and giving the teacher an opportunity to help individuals.

PLANNING FOR READING DEVELOPMENT IN THE CONTENT AREAS

Planning for effective reading instruction in the content areas calls for placing reading in its proper perspective.

Despite the fact that this is a reading guide, the premise here is that reading is just one kind of communication, albeit an important one, through which pupils develop an understanding of the world around them. Overemphasizing reading by taking a textbook approach to social studies, science and literature penalizes the slow learner or the non-reader.

The oral language approach in the content areas makes it possible for concepts to be developed in a non-frustrating situation for all concerned: teachers as well as students. First-hand experiences, visual aids, discussion can be used to arouse curiosity and create a desire to learn through reading.

Reading assignments that emerge from a problem-solving need can be geared by a skillful teacher to the needs of each of the learners in the class.

GUIDELINES FOR PLANNING

1. The teaching of reading skill, while essential to the task, is subordinate to the social adjustment of the child.

2. Many different kinds of reading matter on all levels of difficulty must be used. These will replace the simultaneous use by all, of one-level textbooks.

3. Individual and committee assignments replace wholesale demands.

4. It should be made possible for each child to contribute to the group thinking as a result of his reading.

5. Each child must be helped to work independently of the teacher. Consequently, he must rely on his own resources and those of the other members of the group. The best and the poorest readers might be on the same committee, each making a contribution to the group. It is wise for the teacher to plan this kind of heterogeneity.

6. The teacher needs to have clearly in mind the reading skills that he is aiming to develop (see Comprehension and Work-Study Skills, pages 27 - 30) so that he can take advantage of the "teachable moments" that are bound to emerge.

This type of organization liberates the teacher to work with the groups or individuals needing special attention.

EXPERIMENTATION

No one has yet found one way that children learn best.

No one form of organization will ever supersede the human element.

There is no substitute for a creative teacher.

The essence of improvement and growth is the searching for a better way.

An experimental approach to organization for teaching may not produce any one best way, but it sparks an interest in both teacher and pupil which can mean the difference between a child's dreading school or deriving strength from its offerings.

DIAGNOSIS OF READING IN THE CLASSROOM

The Diagnostic Approach

Teaching diagnostically implies that evaluation is constantly taking place in the classroom. The teacher needs to find out about each child's strengths and weaknesses in order to guide his learning. On the basis of this diagnosis the teacher then plans what experiences to present.

In relation to reading, diagnostic materials consist of whatever is being read for whatever purposes have been established. Work-study skills are evaluated when the pupil applies his reading skills in solving mathematical problems, doing research on a topic in social studies or carrying out a scientific experiment. The teacher evaluates comprehension skills not only in the material of reading instruction, but in the way the child interprets the text and in the degree to which he understands and uses other media such as newspapers and magazines.

Even in the early years of schooling, when children react in certain ways to the telling or reading of a story by the teacher, observations can be made about level of maturity and/or readiness to read. (See Reading Readiness Section).

School records and test results are useful in a general way, but the teacher's daily observations are more valid for planning an individualized program.

When a pupil is not responding to a program based on the above kind of diagnosis, further exploration is needed.

Some questions a teacher might ask himself at this time are:

1. Are the demands in the classroom unrealistic for this child? For instance:
    a. Are the materials too difficult? (Action: Administer an Informal Inventory-Directions, in Addenda
    b. Has he had the kind of experiences necessary for understanding the concepts being presented? (Action: Provide them through varied experiences)

2. Is this child capable of a better reading performance than he is achieving? (Action: Check the child's permanent records and school folder with particular attention to:

    a. former teachers' evaluations and comments

    b. school attendance history: where he attended school - absentee record

    c. health record; school nurse's reports and comments

    d. special services given to the child at any time: tutorial, psychological)

3. Does this child have a language pattern that might be hindering his learning to read? (Action: Consult the speech consultant.)

4. What does the child think is causing his difficulty in reading? (Action: Ask him.)

5. Is there evidence of undue pressure in the home? (Action: Talk with the parents.)

There will be children who, after appropriate measures have been taken in the classroom, still present stubborn reading problems. These children may need intensive individual diagnosis on a clinical basis. Such a clinical diagnosis is always made by the reading consultant.

A clinical diagnosis might reveal the need for a different approach to teaching these children and/or referral to the speech consultant, school nurse, or the Division of Pupil Services.

In any event, a record of the teacher's observations and informal analysis will be most important. The Personal Record Form in the addenda can be helpful to the teacher in describing trends in the child's behavior when he finds it necessary to make a referral to any of the above departments.

ROLE OF THE CONSULTANT

Englewood employs a team of four full-time reading consultants. It is the function of this team to help the teachers strengthen their own teaching procedures. The administration has enumerated specific duties as follows:

1. To provide appropriate reading materials for teachers to use with their classes
2. To help organize groups for levels of reading
3. To give individual pupil diagnosis in a difficult case or for placement in a group
4. To give demonstrations of teaching techniques
5. To organize a center for preparing reading materials
6. To prepare professional data
7. To assist new teachers in classroom organization
8. To help teachers to diagnose children's reading difficulties
9. To assist directly with individual clinical reading problems

THE PRE-READING LEVEL

At the pre-reading level the child develops sensory and conceptual powers and has experiences which enable him to approach reading with confidence. It is a carefully planned phase of the program aimed to foster readiness for the later task of learning to read.

This level may extend from pre-school experiences through the first and second year of school, depending on the needs and abilities of each child. Appropriate readiness experiences are vital in order to eliminate negative attitudes toward learning often resulting from frustration and failure. Acceptance of the need to vary the length of the pre-reading program for individual children reduces the anxieties and pressures of both teachers and parents, and pupils.

Underlying an effective pre-reading program are the following concepts, each of which should be fostered and strengthened through all succeeding levels of reading instruction:

I - <u>A positive self-concept must be encouraged and promoted from the earliest levels of school instruction</u>.

The self-concept, the way a child feels about himself, begins to develop in infancy and continues in a dynamic, ongoing process through life. It changes, modifies, and readjusts according to environmental situations which each individual experiences and which are different for each person.

No two human beings are alike...they differ in ways of needing, feeling, perceiving and behaving, which form personality patterns that cannot be duplicated in any other individual. Thus man is unique.

The way a child feels about himself has an important bearing on his performance in school. If he sees himself as a worthy individual accepted by others, his attitude will go a long way toward making him a successful learner. He will probably approach his tasks with confidence and enthusiasm. Teachers will, therefore, concern themselves with helping the child to foster positive attitudes.

The following basic concepts encourage a feeling of worth and dignity in each individual:

A. The teacher's basic function is to accept each child as a worthy human being, functioning at his own level.

B. Each child will be helped to establish a feeling of belonging, of being a valued member of the group; to know that it is desirable to be a unique individual, that difference is both acceptable and commendable, that one can make mistakes without losing face.

C. Behavior is interpreted as the child's emotional response to his unique perception of a particular situation.

Consideration of the many complex factors of behavior is as basic a part of a successful reading program as are the techniques and materials to be employed.

With such an approach, significant and tangible improvements can be effected in the reading program.

II - <u>Recognition of individual differences is vital to an appropriate readiness program</u>.

Individual differences among children, ranging from the most obvious to the most obscure, represent the greatest challenge teachers face in the classroom. These differences occur in three areas: physical, environmental, and emotional.

Obvious physical differences are sex, race, body type, muscular coordination, and general appearance.

Variations dealing with physical maturation are not so easily identified. Differences exist in eye movement, in development of visual and auditory acuity, in attention span, and in the ability to interpret and grasp ideas. These differences require the teacher's careful observation and assessment. They must be included in any thoughtful consideration of physical differences.

Differences in environment, such as the makeup of the family, its ethnic background, and its general cultural status are fairly easy to ascertain. Differences in goals and values and in general attitudes toward learning are less clearly identifiable. Exploration of these facets of the culture is indispensable to a true understanding of environmental

differences among children.

The two foregoing factors largely determine emotional differences. The psychological implications of both physical and cultural deviations must be carefully studied. Physical differences of sex, race and other obvious components may have far greater psychological significance than the more obscure differences in maturation. Teachers will always be aware of the impact of such differences on children's feelings and emotions.

Similarly the attitudes and prejudices surrounding the child in his home environment may be far more detrimental to his emotional stability and self-concept than any lack of material advantages or social status.

A successful pre-reading program depends in large measure on the recognition of individual differences in children and an understanding of their influence on behavior.

III - Teacher judgment is the best assessment of reading readiness.

This premise emphasizes the importance of sensitive observation of children's behavior to ascertain the various factors of readiness.

Watching a child's reactions to varying situations and experiences gives the teacher a cross-reference file of information which can be more valid than any formal means of evaluation reached through testing. Such knowledge becomes the instructional frame within which a developmental reading program is based. From this point the teacher's insight and professional skill will determine the scope and sequence of reading material to insure challenging and appropriate experiences for each child.

The observations of a teacher are sharpened by check lists on which significant notations may be made from time to time. The questions on page 61 may be helpful to teachers in evaluating readiness to read. The items are presented as a guide to be used in the way most helpful to teachers.

EVIDENCES OF READINESS FOR INITIAL INSTRUCTION IN READING

Physical Maturity

1. Does he give the appearance of good health?
2. Do his vision and hearing seem to be normal?
3. Is his muscular coordination adequate to perform developmental tasks expected at his level of growth?
4. Does he have any noticeable speech problem?
5. Is there any deviation in size which might cause behavioral problems?
6. Does he manifest adequate ability to focus attention?
7. Does he manifest normal energy?

Social and Emotional Maturity

1. Does he enjoy coming to school?
2. Is he happy in the group?
3. Does he have reasonable control over his emotions?
4. Can he accept occasional frustration and failure?
5. Does he adapt to change in routine?
6. Can he work independently at assigned tasks?
7. Does he begin work fairly promptly?
8. Does he show initiative and independence?
9. Is he learning to share materials, attention, and teacher's time?
10. Does he show awareness of other children's needs?

11. Does he respect rights and property of others?
12. Does he show undue pressure?
13. Does he meet new situations with confidence?
14. Does he approach new learning with zest?
15. Does he see himself as adequate in the school situation?

Mental Maturity

1. Has he an attention span adequate for the tasks at hand?
2. Can he follow directions?
3. Does he express curiosity about books, things, places?
4. Does he express interest in signs, labels, captions?
5. Does he manifest ability to recall conceptually?
6. Can he interpret a picture meaningfully?
7. Can he express himself adequately?
8. Can he tell or retell a story in logical sequence?
9. Is he beginning to see relationships, classify and generalize about his environment?
10. Does he evidence a desire to learn?

Experiential Background

1. Is he familiar with rhymes, jingles, and stories of early childhood?
2. Is he familiar with recordings, radio, television?

3. Does he evidence facility in handling books?

4. Has he experienced success in doing things on his own?

5. Does he use and understand the reading vocabulary common to beginning books?

6. Does his home environment suggest positive attitudes toward learning?

For following through with personal pupil evaluation, refer to the Personal Record Form in the Addenda of this guide. This will be a most helpful instrument to teachers and to the reading consultants in case of individual difficulties following initial reading instruction.

IV - <u>A rich language arts program should be a basic part of the pre-reading and initial instructional levels</u>.

An extensive, well-planned language arts program will include many daily activities to improve listening habits, to increase vocabulary, to further understanding of expression and ideas, and to stimulate an interest in books through the enjoyment of stories and poetry.

A. <u>Meaningful Show-and-Tell</u>

These carefully planned periods serve to encourage children to communicate ideas and experiences and to provide opportunities for improvement in listening and speaking.

Skillful teachers will also use these periods to explore the developmental level of their pupils and to learn more about their background and interests.

B. <u>Story-Telling</u>

A short period every day of listening to the teacher tell a story helps to establish between teacher and child a relationship which is usually closer and more satisfying than any which could be reached by reading from a book. Teachers will enjoy discovering the rewards of sitting down with children, watching their reactions as the story progresses, and sharing with them the enjoyment of a satisfying emotional experience.

To tell a new story every day is not necessary, since children enjoy hearing familiar

favorites and anticipating the sequence of events. Occasional use of stories in which children may share in the plot's unfolding serves to improve memory and to develop listening habits involving both reaction and suspense.

This facet of the language arts program is given special emphasis.

C. Sharing Books with Children

Skillful use of good picture books strengthens observation, stimulates discussion, and reveals children's interests and understandings. Keeping interesting books readily available stimulates enjoyment of books and increases facility in handling them.

D. Informal Dramatizations

Acting out simple stories and action poems, using hand puppets, interpreting ideas through action and mimicry- all help to increase meaning of words and expressions. In addition, dramatization serves to strengthen the ability to remember sequence of ideas and to encourage creativity and originality.

E. Poetry

Sharing rhymes and favorite poems stimulates enjoyment of poetry. The child's sense of rhythm, word pictures, and emotional tone deepens his appreciation of a shared experience. Poetry can be made a part of the child's everyday life when teachers supplement and enrich classroom experiences.

In addition to cultivating a love for poetry, the teacher may strengthen auditory discrimination by encouraging the child to listen for particular sounds, for unusual descriptive phrases, or for words that sound alike.

Choral speaking is a highly enjoyable experience for young children if the material chosen is appropriate and interesting. It is also extremely valuable in helping the shy child to participate, in improving enunciation, and in improving habits of interpretation and expression.

V - <u>A new look at the present-day experiences being offered at the pre-reading level is urgently needed to make them sufficiently challenging to the school beginner</u>.

Experience at the pre-reading level must be carefully planned to:

(1) meet the child's interest and abilities

(2) promote intellectual development

(3) foster readiness for the later task of learning to read

Today's young child may be relatively more sophisticated than the youngster of twenty or thirty years ago. The many influences of mass communication, the increased facility of travel, and the exposure to a great variety of books and educational toys and materials may have broadened his world.

A classroom teacher meets children of varying backgrounds and abilities. For them the school should provide many types of experiences appropriate to their needs at different developmental stages. These experiences will foster intellectual development if the teacher helps the child to associate ideas, to see relationships, to clarify and extend his understandings of people and things, and to identify and attempt to work through simple problems. These abilities, vital to later success in reading, are a valuable part of the reading program.

Maturation develops from well-planned experiences. An alert teacher, using books and discussion, can help the child increase his vocabulary and express himself adequately in his environment. He can provide for gradual refinement in auditory and visual discrimination. He can also supply experiences helpful in developing motor control, small muscle coordination, coordination of hand and eye movement, and left-to-right movement.

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DEVELOPMENTAL READING CHA

PRE-READING LEVEL

I READINESS

A. **Physical**
1. Has good health
2. Has normal vision
3. Has normal hearing
4. Has satisfactory motor control
5. Speaks clearly
6. Is energetic

B. **Social and Emotional**
1. Has positive self-concept
2. Shares
3. Shows initiative
4. Shows independence
5. Is helpful
6. Is adaptable

C. **Mental**
1. Shows curiosity about books, things, places
2. Expresses self
3. Sees relationships
4. Classifies
5. Generalizes
6. Identifies problems
7. Attacks problems
8. Anticipates outcomes
9. Makes inferences

D. **Experiential**
1. Knows how to listen
2. Is familiar with environment
3. Is familiar with children's literature suitable for age
4. Can interpret familiar situations
5. Shows empathy

PRE-READING LEVEL

WORD RECOGNITION AND ANALYSIS

II PERCEPTUAL SKILLS

A. Hears rhythms, changes in pitch and volume

B. Identifies rhyme

C. Identifies similar sounds

D. Reproduces auditory impressions

E. Identifies colors by name

F. Matches shapes

G. Notes internal details, size and position variations

H. Makes gross discriminations of words

I. Recognizes and responds to name in print

PRE-READING LEVE

III COMPREHENSION

A. Understands that printed symb

B. Shows increasing ability to:
1. classify and generalize
2. identify problems
3. solve problems
4. recognize emotions
5. form sensory images
6. anticipate outcomes
7. make inferences

C. Interprets pictures by:
1. identifying setting, characte
main idea
2. making inferences and drawi
3. isolating the problem (if any)

D. Uses pictures clues to identify w

E. Tells a story in sequence

F. Continues to enrich vocabulary
words in specific context

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ENTAL READING CHART – PRE-READING LEVEL

PRE-READING LEVEL

MPREHENSION

nderstands that printed symbols convey meanings

hows increasing ability to:
- classify and generalize
- identify problems
- solve problems
- recognize emotions
- form sensory images
- anticipate outcomes
- make inferences

nterprets pictures by:
- identifying setting, characters, actions, content, main idea
- making inferences and drawing conclusions
- isolating the problem (if any)

ses pictures clues to identify words

ells a story in sequence

ontinues to enrich vocabulary through use of new ords in specific context

PRE-READING LEVEL

IV WORK-STUDY SKILLS

A. Follows directions – one step
B. Handles books appropriately
C. Experiences left to right concept
D. Can listen carefully
E. Participates in discussion
F. Works cooperatively
G. Has adequate attention span

COMMENTS

INITIAL INSTRUCTIONAL LEVEL

The initial instructional level varies with each child.

Prior to initial instruction, the child must have acquired sufficient powers of auditory and visual discrimination to recognize specific sounds and to associate these with printed symbols.

During the period of initial instruction he employs these powers to acquire a substantial sight vocabulary through the use of pictures, configuration and contextual clues. Many experiences in listening and in speaking help to reenforce this vocabulary. He shares a wide range of experiences with a variety of media. All these experiences converge in the process of learning to read.

At this level the child reads a number of experience charts, pre-primers, and primers as he develops his ability to unlock the printed page.

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DEVELOPMENTAL READING CHART—INI

INITIAL INSTRUCTIONAL LEVEL

I READINESS

It is assumed that formal instruction in reading will be presented on an individual basis in terms of the child's proficiency at the pre-reading level.

Further criteria to be considered:

A. Is eager to read

B. Shows increasing interest in words and pictures

C. Desires to hear stories

D. Uses books voluntarily

INITIAL INSTRUCTIONAL LEVEL

II WORD RECOGNITION AND ANALYSIS

A. PERCEPTUAL SKILLS

1. Can repeat two and three syllable words
2. Hears differences and similarities in words (beginning, middle, end)
3. Makes rhymes
4. Matches pictures with spoken words
5. Hears singular and plural
6. Perceives that specific sounds are associated with certain letters
7. Matches spoken words, written words, and pictures
8. Matches capitals with small letters
9. Recognizes the variants **d, s, es, ed, ing** on base words, recognizes possessives, and **'s** on nouns.
10. Perceives point-by-point correspondence between written and spoken word
11. Looks for picture clues
12. Perceives silent consonants in sight vocabulary
13. Compares print with manuscript letters
14. Notes general configuration of words

B. VOCABULARY—has sight recognition of at least 75 words appearing most frequently in beginning readers. Some materials can be found in the following books:

Barbe, Walter, **Personalized Reading Instruction,** Prentice Hall, 1961, P. 145
Dolch, E. W., **Teaching Primary Reading** Garrard Press, Champaign, Illinois
Gates, A.I., **Improvement of Reading Instruction** MacMillan, 1950
Yoakam, G.A., **Basal Reading Instruction** Laidlaw Brothers, 1951

C. BEGINS TO USE CONTEXT CLUES TO UNLOCK WORDS

D. BEGINS TO USE PHONETIC ANALYSIS

1. Identifies most sounds and names of initial and final consonants
2. Identifies **bl, cr, br, st,** etc., sounds as blends
3. Identifies **th, sh, ch, wh** sounds as initial digraphs
4. Identifies hard and soft **c, g, z**
5. Substitutes initial and final consonants

E. BEGINS TO USE STRUCTURAL ANALYSIS

1. Recognizes compound words
2. Is aware of contractions
3. Recognizes some identical elements in words

INITI

III C

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

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NG CHART—INITIAL INSTRUCTIONAL LEVEL

INITIAL INSTRUCTIONAL LEVEL

III COMPREHENSION

A. Identifies new words by picture clues

B. Can follow printed directions

C. Handles increasingly larger thought units

D. Understands significance of titles

E. Begins to understand structural relationship of words in sentence patterns

F. Understands reference of pronouns

G. Uses intonation to give meaning

H. Begins to translate idiomatic expressions

I. Can differentiate between fact and fancy

J. Can discard irrelevant and select relevant words and ideas

K. Recognizes synonyms and antonyms

L. Understands sender-receiver relationship in letter-writing

M. Can interpret orally mood and conversational parts of a story

INITIAL INSTRUCTIONAL LEVEL

IV WORK-STUDY SKILLS

A. Recalls (from stories)
   1. Characters
   2. Main idea
   3. Outcome
   4. Sequential development
      a. First
      b. next
      c. last

B. Concludes (from stories)
   1. Verifies
   2. Justifies
   3. Anticipates
   4. Substitutes
   5. Summarizes

C. Recognizes meaning of punctuation
   1. Period
   2. Comma
   3. Quotation marks
   4. Question mark
   5. Exclamation mark

D. Handles book appropriately

E. Has increased attention span

F. Listens attentively

G. Uses complete sentences in answering questions

H. Answers questions directly

I. Reenforces left-to-right pattern
   a. Begins at front of book
   b. Begins on left page
   c. Eyes move from top left

J. Finds title, title page

K. Uses table of contents

L. Begins use of picture dictionary

M. Skims page for one word

COMMENTS

INITIAL INDEPENDENT LEVEL

Most children will reach the level of initial independence during the first year of school, although it must be recognized that some may not achieve this proficiency until later.

The child learns basic techniques of unlocking the pronunciation and the meaning of unfamiliar words through instruction in word analysis. His fluency of oral reading increases with the ability to grasp the meaning of words. He also demonstrates the capacity to follow written directions independently.

Children at this level employ their own judgment in selecting many easy-to-read books. As powers of word recognition and word attack increase, so does the child's sense of independence. Voluntary and spontaneous use and enjoyment of books become evident. Success at this stage is essential. Teachers must be careful not to press the child with material beyond his ability.

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DEVELOPMENTAL READING CHART—I

INITIAL INDEPENDENT LEVEL

I READINESS

It is assumed that the skills of thepre-reading and initial instructional levels will be maintained and extended through this level. However, complete mastery of all facets of the previous levels is not a prerequisite to introduction of some facets of the process at this level.

For behavioral aspects of readiness at this level, the teacher is referred to the cumulative personal record in the guide (p. 27).

The following further criteria are suggested:

A. Turns voluntarily to books for information and pleasure

B. Enjoys reading

C. Feels personal responsibility for learning

D. Shows curiosity about language—seeks "why", "how".

E. Reads in both independent and group situations

F. Can interpret orally mood and conversational parts of a story he reads.

INITIAL INDEPENDENT LEVEL

II WORD RECOGNITION AND ANALYSIS

A. Uses hyphenated words

B. Extends contractions—
won't - isn't - we've
I'm - I've - you're
I'll - he's - let's
it's

C. Recognizes base words

D. Recognizes endings to root words
-er -en
-est -ful
-y -less
-ly -less

E. Doubles final consonent before
-ed - ing - y

F. Changes "y" to "i" and adds "es"

G. Applies consonant sounds and blends to words in
1. initial position
2. final position
3. medial position

H. Recognizes silent consonants

I. Recognizes "y" as consonant at beginning of word, as vowel elsewhere in word.

J. Knows short and long vowel sounds

K. Is beginning to apply phonic rules

L. Identifies 3-letter blends
str, sch, thr, spr, spl, chr, scr, squ

M. Is beginning to recognize word families using such combinations as
ou, ow, oi, er, ue, ir, oy, oo, aw, ew, ight, ind, eck, ick, ock, ing, ike, ea

INITIAL INDEPEN

III COMPREHENSION

A. Extends word meani
1. Multiple meaning
2. Homonyms
3. Comparisons—e

B. Can see relationship
1. Draws conclusion
2. Predicts outcom
3. Makes comparis

C. Is beginning to be ab
1. Find main idea
2. Paraphrase
3. Follow plot sequ
4. Summarize
5. Make simple outl

D. Reads critically to
1. Recognize false
2. Choose most pe
of related ideas
3. Discard irrelev
statement
4. Recognize highly
5. Translate idiom

E. Grasps meaning of
1. Phrase
2. Sentence
3. Paragraph

F. Reads for definite p
1. Pleasure
2. Information

NGLEWOOD PUBLIC SCHOOLS

ADING CHART – INITIAL INDEPENDENT LEVEL

COMMENTS

INITIAL INDEPENDENT LEVEL

I COMPREHENSION

A. Extends word meanings to include
   1. Multiple meanings
   2. Homonyms
   3. Comparisons – er-est

B. Can see relationships
   1. Draws conclusions and makes judgements
   2. Predicts outcomes
   3. Makes comparisons, contrasts

C. Is beginning to be able to
   1. Find main idea
   2. Paraphrase
   3. Follow plot sequence
   4. Summarize
   5. Make simple outline

D. Reads critically to
   1. Recognize false statements
   2. Choose most pertinent idea from group of related ideas
   3. Discard irrelevant or select relevant statement
   4. Recognize highly improbable statements
   5. Translate idiomatic expressions

E. Grasps meaning of units of increasing size
   1. Phrase
   2. Sentence
   3. Paragraph

F. Reads for definite purposes
   1. Pleasure
   2. Information

INITIAL INDEPENDENT LEVEL

IV WORK-STUDY SKILLS

A. Locates information independently by use of
   1. Title
   2. Table of Contents
   3. Index

B. Should read picture dictionary
   1. Identifies root words
   2. Recognizes alphabetical sequence

C. Writes complete sentence

D. Skims character clues, specific places, direct quotations

E. Can follow three-step written direction

F. Interprets maps
   1. Locates directions
   2. Reads pictorial map

LATE PRIMARY LEVEL

At this level of reading growth the pupil increases his power to read independently. He begins to grasp thought by phrases, to develop steady-rhythmic progress along the line of print, and to comprehend the main idea of the material he is reading. He still verbalizes silently while reading, translating the printed symbol into meaningful concepts.

In the later stages of primary reading, the pupil gains markedly in power and facility which will enable him to make the transition to intermediate reading.

In this period, emphasis begins to shift from phonic to structural components of word attack. The child frequently shows a burst of power in free recreational reading. However, he also makes use of the skills and powers associated with reading in content areas.

ENGLEWOOD PUBLIC

DEVELOPMENTAL READING CHAR

PRIMARY LEVEL

I READINESS

It is assumed that the child understands and uses all the skills in word recognition and analysis, comprehension, and work-study previously listed.

For behavioral aspects of the child's reading, the teacher is referred to the cumulative personal record.

The following additional criteria are suggested:

A. Makes increasing use of the library

B. Reads a wide variety of materials

C. Reads silently without vocalizing, pointing, moving lips

PRIMARY LEVEL

II WORD RECOGNITION AND ANALYSIS

It is assumed that all skills previously taught will be systematically reenforced throughout the primary level of instruction, according to individual need.

A. Grasps syllabication
   1. Auditory perception of syllables
   2. Visual perception of syllables
   3. Blending of visual and auditory perceptions
   4. Blending of syllables into words
   5. Application of syllabic rules

B. Accent—demonstrates auditory perception
   1. in variants and derived forms, accent usually on root
   2. Use of primary accent mark
   3. Shift in accent on specific words
   4. Words spelled alike but pronounced according to use; i.e., desert

C. Recognizes long and short vowels by diacritical marks

D. Reads all contractions

E. Learns that different letters may represent same sounds; i.e., **ee, ie, ei**

F. Recognizes specific prefixes and suffixes
   1. Prefixes: a-, un-, ex-, be-, dis-, in-
   2. Suffixes: -th, -ty, -ful, -less, -ness, -s, -es, -d, -ed, -ing, -est, -er

G. Identifies root words

H. Unlocks compound words containing a known and an unknown word

I. Recognizes assimilation-orally
   i.e., "cupboard" as "kub - erd"

J. Learns to recognize neutral vowel or schwa

PRIMARY LEVEL

III COMPREHENSION

It is assumed that the child will refine all previously learned ski terials of increasing complex reading in content areas of sc studies and history, and arithmet er will conduct systematic reen all skills previously introduced, program according to individua child.

A. Supplies word equivalents
   1. synonyms
   2. homonyms
   3. antonyms

B. Differentiates between m parently identical words

C. Recognizes and selects words or phrases
   1. for appropriateness
   2. for sense imagery

D. Begins to recognize exten ing by metaphor

E. Begins to recognize that special meanings in conte areas; i.e., **function, squa**

F. Begins to recognize re secondary ideas to main sage in content areas

ENGLEWOOD PUBLIC SCHOOLS

ENTAL READING CHART—PRIMARY LEVEL

COMMENTS

PRIMARY LEVEL

COMPREHENSION

is assumed that the child will continue and fine all previously learned skills, using materials of increasing complexity, including eading in content areas of science, social udies and history, and arithmetic. The teacher will conduct systematic reenforcement of l skills previously introduced, planning the rogram according to individual need of the ild.

A. Supplies word equivalents
   1. synonyms
   2. homonyms
   3. antonyms

B. Differentiates between meanings of apparently identical words

C. Recognizes and selects descriptive words or phrases
   1. for appropriateness
   2. for sense imagery

D. Begins to recognize extension of meaning by metaphor

E. Begins to recognize that words have special meanings in context of content areas; i.e., **function, square, score.**

F. Begins to recognize relationship of secondary ideas to main idea of a passage in content areas

PRIMARY LEVEL

IV WORK-STUDY SKILLS

Since content areas become part of the curriculum in the late stages of primary-level reading, the establishment of proper work-study skills and attitudes is of the highest significance.

The locational skills introduced at the initial independent reading level must be reenforced and extended through practical applications relevent to the work of the class group. Such reenforcement should be planned and systematic.

A. Uses dictionary (not picture dictionary) to
   1. Alphabetize words by first two letters
   2. Identify root words
   3. Identify multiple meanings of words
   4. Recognize special functions of words in context of content areas
   5. Recognize pronunciation of words—diacritical marks
   6. Comprehend definition of a word
   7. Differentiate between apparently identical words

B. Refines and extends techniques of skimming for information

C. Interprets maps
   1. political
   2. pictorial
   3. physical

D. Determines sources needed for locating information. Learns to use:
   1. dictionary
   2. index
   3. encyclopedia
   4. glossary

EARLY INTERMEDIATE LEVEL

During this level the child advances markedly in reading rate and comprehension as well as in depth of understanding. Some children may have been conditioned to the perfectionist mode of primary reading. They must be helped to achieve acceleration in recognition and analysis. The voluminous expository material from the various content areas frequently exceeds a child's reading ability. As a result, some children may require a projection of late primary instruction.

Independent reading for pleasure and for special interests continues with careful attention to balancing work-type and recreational-type materials (to preclude an exclusively utilitarian attitude toward reading). Certain dimensions of comprehension related to feeling and appreciation need emphasis.

In this level, especially, children progress on a broken front; that is, they do not become proficient in all skills simultaneously. The teacher needs to maintain an ongoing analysis of individual performance to eliminate any undiagnosed deficiencies.

The teacher, however, must also take care to distinguish between insight and reading ability. Some children appear to be reading with comprehension when they are actually getting the meaning intuitively.

Intuitive insight is, however, a significant creative power which must be fostered in its proper sphere.

LATE INTERMEDIATE LEVEL

At the late intermediate level the child begins to apply principles or generalizations deductively in learning. He is able to work independently with varied source materials, bringing to bear most of the basic study skills to form a conclusion or judgment. He gives evidence that he can apply the basic principles of critical thinking in his reaction

to expository material. He also begins to demonstrate independent habits of study and relates his self-image to his submitted work.

He extends his grasp of the printed word to include figurative language, and responds imaginatively or creatively to what he reads. He becomes aware of emotional overtones in language. At this level the child increasingly responds to shades of meaning and also becomes sharply aware of the use of words in specialized or technical senses. He is able to respond more strongly to vicarious stimulation and begins to recognize components of style such as the author's purpose or attitude.

ENGLEWOOD PUBLIC

DEVELOPMENTAL READING CHART –

INTERMEDIATE LEVEL

I READINESS

It is assumed that the child interprets and uses all the techniques of word recognition and analysis, comprehension, and work study listed in charts of earlier levels. At this level, the child enlarges and refines these skills and makes wider use of:

A. The dictionary and reference material

B. Graphic materials for information and ideas

C. Simple outlines from classification of various items or ideas

The child is also ready to grasp concepts of increasingly abstract nature. He is motivated by past experiences and development into independent inquiry in varied pursuits and problems. (If a child is not self-motivated or is not at the abstract-concept level of development because of deprivation in some area, he will not be able to master the work here outlined. Areas of weaknesses must be fortified with recall, review, and reenforcement so that the spiral of skill building will be continuous.)

INTERMEDIATE LEVEL

II WORD RECOGNITION AND ANALYSIS

It is assumed that the child has previously learned and is using with increasing skill and independence the phonetic skills involving vowels, consonants, phonograms, roots, prefixes and suffixes, and that all of these previously taught skills will be systematically reinforced throughout their level according to individual needs.

A. Applies vowel rules and principles of syllabication to unlock unfamiliar words.

1. Recognizes syllabic units in unfamiliar multisyllabic words; recognizes roots, prefixes and suffixes in words where root remains unchanged.

2. Extends understanding of less common suffixes and prefixes and learns to apply knowledge of their meanings to unlock words.

B. Extends knowledge of accent sounds.

1. Learns how consonant and vowel sounds are recorded in glossary and dictionary.

2. Learns how to use diacritical marks.

3. Learns how to use pronunciation key in reference books. (Each reference book and dictionary has its system.)

C. Studies the structure of words in relation to their etymology.

INTERMEDIATE LEV

III COMPREHENSION

Certain skills, such as findi idea, finding relevant details, clusions and establishing caus tionships, are presented in the level and are developed at e more difficult detail. At the level, the child extends his abil

A. Recognize story proble structure

B. Recognize sequence of and place

C. Recognize emotional r motives of story charact

D. Interpret mood

E. Draw inferences and for anticipate outcomes

F. Appreciate and understa idiomatic, picturesque la

G. Heighten sensory image sions

H. Discover similarities an

1. in two versions of a s

2. in two sources of info

At this level, he appreciates material. He develops broad tastes by reading non-technica larized enjoyable material f experiences.

He also extends his power of c to include critical thinking sk page 30. He is able to apply th curricular reading in social stu and mathematics.

WOOD PUBLIC SCHOOLS

ADING CHART – INTERMEDIATE LEVEL

INTERMEDIATE LEVEL

PREHENSION

skills, such as finding the main
ing relevant details, drawing con-
and establishing cause-effect rela-
are presented in the pre-reading
are developed at each level in
ficult detail. At the intermediate
child extends his ability to:

cognize story problems and plot
ucture

cognize sequence of events, time
place

cognize emotional reactions and
tives of story characters

erpret mood

aw inferences and form judgments;
ticipate outcomes

preciate and understand figurative,
omatic, picturesque language

eighten sensory images and impres-
ons

scover similarities and differences

in two versions of a story

in two sources of information

level, he appreciates recreational
. He develops broad interests and
reading non-technical, semi-popu-
enjoyable material for vicarious
ces.

extends his power of comprehension
de critical thinking skills listed on
. He is able to apply these skills in
ar reading in social studies, science,
hematics.

INTERMEDIATE LEVEL

IV WORK STUDY SKILLS

Because of the volume of content material presented, reading at the intermediate level becomes largely a program of work-study skills. Objectives and aims for reading are always established by pupil-teacher planning prior to the subject matter. After the purpose of inquiry is clearly defined, the child:

A. Locates information through use of reference materials independently

B. Skims and scans a paragraph, the table of contents, the index, the chapter headings for information

C. Learns a basic outline to follow in refining classification of items

D. Summarizes more concisely appropriate data or ideas

E. Achieves skill in interpreting graphic symbols

F. Refines skill in proofreading

G. Adjusts reading rate to reading purposes

H. Verbalizes concrete and abstract concepts effectively

I. Develops specialized vocabulary for specific content areas

1. Learns technical words such as "Photosynthesis", "democracy", "factor"

2. Develops specialized meanings for general words, such as "mouth", "cape", "court"—in social studies; "scale", "charge", "conduct" in science

3. Develops command of specialized symbols such as "4a", "−3" in mathematics and "H_2O" in science

COMMENTS

WORK-STUDY SKILLS

At the late primary level, it is necessary for the child to turn to sources other than his basal reader for non-literary, content reading in order to satisfy his interests and desire for knowledge. However, as early as his first year in school a child may seek such information.

In order to use these non-literary, content materials intelligently he must have not only the general skills in reading but special skills which may be called reading study skills. Nila Banton Smith defines these study skills as the skills used when there is intention to do something with the content read.

Each subject has its own content, special vocabulary, concepts and specific reading skills which must be taught. They must be regarded as developmental and need to be retaught, reinforced and practiced throughout a person's education.

WORK STUDY SKILLS

Skill	Level Early Intermediate	Level Late Intermediate
1. Locating source and sources of information through use of reference materials other than basal text	a. Develops greater independence in other sources for information. b. Organizes facts gathered from various sources for a report in content area. c. Develops greater proficiency in using alphabetical guide letters, table of contents, index in a simple encyclopedia. d. Develops greater awareness of function of chapter and paragraph headings in scanning for information.	a. Extends use of printed materials to gather information: Almanacs, tables, diagrams, interpreting charts, maps, graphs. b. Extends awareness of purpose and function of footnotes, prefaces, title page, bibliographies, introductions, glossaries, copyright date. c. Develops proficiency in finding key word in questions, finding that key word in index.
2. Developing skimming ability	Gains facility in skimming for character clues, favorite passages, specific facts.	Skims to locate information rapidly in materials not read previously.
3. Developing listening skills	Develops ability to listen with sustained attention, recalling and restating facts.	Extends listening ability. Thinks critically about what is being said.
4. Following directions	a. Develops ability to follow precise written direction independently. b. Maintains skill in following oral directions.	Re-enforces abilities in following oral and written directions.
5. Summarizing	Develops ability to write summary of facts gathered.	Summarizes material by careful selection of significant facts.
6. Outlining	Reads and lists main ideas and subordinate ideas in correct order (on an independent level). Develops greater awareness of outline form.	Develops facility with proper outline form. Can work independently in outlining plot, speech, sequence and related importance of events.

Skill	Level Early Intermediate	Level Late Intermediate
7. Interpreting and understanding graphic materials and periodicals	a. Develops greater skill in interpreting all maps, symbols and graphic materials. b. Correlates graphic materials to social studies and current events.	a. Refines ability to interpret graphic materials. b. Recognizes function of editorial, letters to editor, headline, political cartoons of newspaper.
8. Dictionary skills	a. Develops some facility in use of guide words. b. Extends awareness of multi-meaning of words. c. Refines ability to use dictionary as adjunct to all content areas.	Understands functions of accent, diacritical marks, differences in inflection. Learns accurate use of guide words
9. Flexibility in reading	a. Adjusts reading rate to reading purpose and type of material. b. Develops skill in effective oral delivery.	a. Skims material to note parts needing more careful study, or rereading. b. Develops ability to express moc c. Develops standards for evaluati own oral reading.
10. Proofreading	Extends and refines ability to proofread.	Proofreads written and printed matter independently and automatically.

DEVELOPMENTAL MAP AND GLOBE SKILLS

Aims	Suggested Activities	For Additional Activities
11. Reading Maps A. Recognizing different projections B. Understanding various types of maps 1. Products 2. Rainfall 3. Natural regions 4. Pictorial maps For detailed treatment of map and globe skills, the teacher may use existing references, among which are the four listed in the third column on this page.	A. Press half an orange or grapefruit peel on a flat piece of board. Call attention to breaks and relate these to map distortion. B. Have a variety of maps, each showing one specific purpose. Have pupils study each map to find its purpose. Direct pupils to cut pictures from magazines, papers, etc. Place these directly on an outline map or place on a table beside an outline map and attach string from the picture to the proper location on the map. Let students make maps in thickness as well as in flat surface to show topography. Papier-mâché mixture can be used to show elevation. Use relief maps like those the Aero Corporation produces. C. Teach the children to differentiate between a city and a county; a state or province and a country; a country and a continent; Western, Eastern, Northern, and Southern Hemisphere. Most children are proficient enough to devise. Have students draw a room or part of a building according to scale. Relate this experience to the scale used in drawing maps.	1. Board of Education, City of New York, Teaching Map and Globe Skills, Division of Publications, Board of Education, 110 Livingston Street, Brooklyn, New York. 2. Carpenter, Helen M., Ed. Skill Development in the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 3. Florida State Department of Education, Using Maps and Globes in the Florida Schools. 4. Harris, Ruby M., The Rand McNally Handbook of Map and Globe Usage, Rand McNally, New York, 1959, Tallahasse, Florida.

Aims	Suggested Activities	For Additional Activities
	D. Most maps include a scale of miles in their legend. Illustrate how the scale of miles differs in various map projections. E. Let the children select a favorite, distant city that they would like to visit. Provide a desk outline map (perhaps some children will draw their own). Have the children picture the route they would take to reach their destination, indicating various stopover points on the way. Different kinds of transportation may be used. Example: Illustrating his journey from New York to Athens, Greece, a child could first show that he traveled by ship from New York City to Le Havre, France, then by train from Le Havre to Paris and onto Rome; from Rome he flew to Athens. F. Mark north, south, east, and west in the schoolroom. Have a student face north to get left-right orientation. Hang maps on the north wall at first, then shift. Speak of definite directions when discussing local places of interest. G. Choose a particular city (river, mountain, lake) on the map. Plot its longitude and latitude. By using the latitude and longitude, ask the children to locate the "mystery" place on the map.	

ORGANIZING

Organizing is putting together ideas that belong together. Organized material is more usable and more likely to be retained and so is an aid to remembering and reporting.

Organizing is a complex skill. It requires the ability to (1) read for the main idea, (2) read to get supporting details, (3) read for sequence of ideas, (4) and make inferences. It requires the ability to select and evaluate. Just as these early comprehension skills are introduced in speaking-writing situations, so should the organization skills be introduced. It is through these class discussions that children learn to condense a long sentence into a few words and can be guided into reorganizing topic sentences.

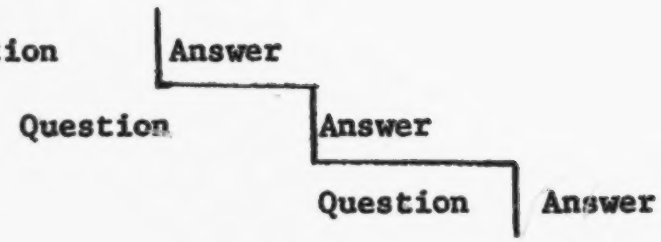
Two-way tables, diagrams and time lines should be forerunners of the formal outline. They may be placed on the board or on charts and be developed by the class, with the teacher recording children's ideas.

EXAMPLES

Two Way Table

	Food	Clothing	Shelter
1. Plains Indians			
2. Woodland Indians			
3. Indians of coastal plains			

Diagram



Time-line

Events in Europe

New World discoverers
and explorers

When a child has had sufficient practice in these activities and can supply the required information, read the tables, see relationships, and make generalization, he may be ready for the formal type of outlining.

Formal outlining, too, should be introduced through group discussion with the teacher:

1. Selecting a paragraph that has a topic sentence and can easily be outlined
2. Guiding the class (or group) through step by step, beginning with the simplest form of outline, as:

   Step 1. Teacher supplies the main idea (topic sentence) and the supporting ideas. Children complete outline.

   Step 2. Teacher supplies main ideas (topic sentence) indicating number of supporting details. Child supplies the supporting details.

   Step 3. The child does steps 1 and 2 independently following reading of <u>one</u> paragraph.

The reverse procedure may be followed with the teacher supplying the supporting details; the child-the main idea.

TYPES OF OUTLINES

I - MAIN IDEA
- A. Supporting detail
- B. " "
- C. " "
- D. " "

II - MAIN IDEA
- A. Supporting detail
- B. " "

1. - MAIN IDEA
- 1.1 Supporting detail
- 1.2 " "
- 1.3 " "

2. - MAIN IDEA
- 2.1 Supporting Detail
- 2.2 " "
- 2.3 " "

If a teacher on the early secondary level feels the necessity of assigning longer outlines, he must assume the responsibility of teaching the more advanced stages of outlining. At the secondary level, the student may reach the hierarchy of outlining when he summarizes the material in order to create major headings for his outline. At this level, he might go into a three or four step outline, depending on his needs.

SKIMMING

In many types of study assignments, skimming, "partial reading", is essential. Skimming is desirable in such activities as:

1. Getting the general idea of what materials are about
2. Checking or verifying a statement, date or event
3. Locating specific information in a chapter
4. Refreshing one's memory as to content material
5. Using headlines and topical print to get brief information

Even at its best use, skimming is only a process of"skipping", but it should be a judicious kind of skipping. Skimming should not be confused with any normal increase in the rate of reading, since such increase must be assumed to involve no sacrifice of meaning.

It should be very clear, however, to both pupil and teacher, that skimming stops instantly and is replaced by very thorough reading the moment the reader reaches material which becomes important to him.

SKIMMING

X - Initially introduced
Reenforced at each subsequent level

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
1. Locating a name, date, or single word in lists or context		X					
2. Finding an answer to a question not in the language of the context		X					
3. Locating a phrase or portion of a sentence			X				
4. Making rapid and skilled use of book divisions, chapter headings, table of contents, indexes, references, bibliographies, etc.			X				
5. Getting a rapid, general idea of a selection through spotting, and making some sense from a number of key words and phrases, signal words, headings, etc.				X			
6. Finding references relevant to a given topic or problem through rapid skimming until a related thought appears					X		

INTERPRETING MATERIAL PRESENTED IN GRAPHIC FORM

For many centuries after the evolution of symbolic alphabets, words in written or printed form outran the use of graphics as conveyors of human thought: They still do. The twentieth century, however, has witnessed an increasing trend toward visual representation. In our fast-paced life, graphic presentation is considered a means of simplifying complex ideas and of achieving a short cut to comprehension.

The prevalence of graphics in American life today makes imperative the need for citizens to posses skill in interpreting the various forms of presentation. In addition, the trend toward increased visual representation is apparent in educational methods and materials because graphics facilitate formal learning.

The term "graphics" is sometimes narrowly interpreted to include only diagrams, graphs, mathematical curves, and the like; and sometimes broadly to refer to anything of a visual nature. It is recognized that maps, globes, and time charts are graphic materials. However, because these forms are unique to the social studies area, a separate section had been allocated for discussion of the skills needed to develop a sense of place and space and a sense of time and chronology.

INTERPRETING GRAPHIC MATERIALS

Aims	Suggested Activities	For Additional Activities
Understanding diagrams	Have students make a clear, neat, precise diagram to describe a particular situation in the story. Select diagrams from the encyclopedia and have students explain to the class.	
Understanding time lines	Ask students to make a time line of their own experiences. Later, use the time line to show progress in events pertaining to different subjects.	
Reading graphs	Assign pupils to make a graph in relation to a story being read. Direct them to read the title to find out what is being compared, then read the figures and labels to make sure they grasp the meaning. Ask pupils to make comparisons of different items illustrated. Give students a chance to interpret the significance of the graph as a whole and to draw important conclusions from the entire graphic picture.	
Using pictures		
A. Drawings	Refer to pictures before pupils read a story. To encourage alertness, call attention to details. Ask them questions like the following: Who drew the picture? What do you see in the picture? What does it tell you?	
B. Cartoons	For each cartoon, ask pupils questions, such as: What is the basic incongruity presented here?	

Aims	Suggested Activities	For Additional Activities
For a more complete exposition of interpreting graphic skills, the reader is referred to "Interpreting Graphic Materials" by Helen M. Carpenter, in The Instructor, December, 1964, page 21.	With whom or what is the chief character being compared? What features of the picture make him ridiculous by contrast? To what happening, policy, statement does this cartoon refer? What is the symbolism of various features of the drawing? (Roman toga, laurel crown, God of War, dove of peace, etc.) What feature of present-day living is being laughed at? What human weakness is here presented? Use cartoons to teach vocabulary by associating a word with a cartoon. Words such as perishable, incognito, mirage, and defiance are often illustrated in cartoons.	

INTERPRETING GRAPHIC MATERIALS

X - Initially introduced
Reenforced at each subsequent level

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
A. Pictorial Materials							
1. Recognizes these as sources of information		X					
2. Understands general and specific content			X				
3. Interprets by applying related information as one basis for drawing conclusions				X			
4. Distinguishes between types of pictorial materials					X		
B. Cartoons							
1. Recognizes these as expressing a point of view						X	
2. Understands common symbols used, i.e., dragon - China, woman - peace						X	
C. Charts							
1. Understands steps in development of chart						X	
2. Traces the steps in the process of development						X	
3. Compares sizes and quantities of charted items						X	
4. Analyzes organization or structure						X	
5. Identifies elements of change; i.e., population charts						X	

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
D. Graphs and Tables							
1. Understands significance of the title					X		
2. Determines basis on which graph or table is built and units of measure involved					X		
3. Interprets relationships as they are shown					X		
4. Draws inferences based on data					X		
5. Constructs simple graphs, tables, etc.					X		
6. Relates information derived from tables, graphs, etc. to information gained from other sources						X	

DICTIONARY

As children's reading horizons expand, a dictionary becomes an indispensable tool for deriving the meanings and pronunciations of totally unfamiliar words and for checking the accuracy of word meanings and pronunciations that have been tentatively derived through the use of context clues and word analysis.

Although extensive dictionary work belongs in the intermediate levels, the foundations of interest and understanding of the dictionary can be laid in the primary levels. Habitual use of the dictionary is not likely to develop until children have the related skills to handle it easily. Because of the special format of a dictionary, teaching children to use it calls for the development of a number of sequential techniques.

DICTIONARY SKILLS

X - Initially introduced
Reenforced at each subsequent level

Skill	Pre-Reading	Initial Instructional	Initial Independent	Late Primary	Early Intermediate	Late Intermediate	Early Secondary
1. Understands use of dictionary				X			
2. Can alphabetize words by 1st and 2nd letters					X		
3. Understands division of dictionary					X		
4. Understands phonetic spelling					X		
5. Understands dictionary may be used as a speller					X		
6. Understands pronunciation keys					X		
7. Understands syllabication and accent marks					X		
8. Discriminates between meanings					X		
9. Understands use of guide words					X		
10. Can alphabetize by 3rd and 4th letters						X	
11. Understands abbreviations of parts of speech						X	
12. Can identify preferred pronunciation						X	
13. Understands diacritical marks						X	
14. Understands cross references						X	
15. Is aware of irregular plurals of nouns						X	
16. Understands how change of accents affects pronunciation and meaning						X	
17. Recognizes adverbs derived from adjectives						X	

DICTIONARY SKILLS

Skill	Suggested Activities	For Additional Activities
Underline the Right Word	1. The boy is the father's (sun, son). 2. The lad became a (knight, night). 3. The girl has a (read, red) dress. 4. This is a beautiful (seen, scene). 5. The wallpaper came down from the (sealing, ceiling). 6. John and Joe are (too, two, to) happy boys. 7. He can count from (one, won) to ten. 8. The child is (ate, eight) years old. 9. He uses his (write, right) hand. 10. The boys saw a (bear, bare) in the woods.	
Making Words from Syllables	Every word is made up of syllables - one, two, or more. bas tle ket Here are three syllables in a row. Put two of them together and you'll have the name of something to boil water in. _____ Put two together and make the name of something to carry eggs in. _____ rob side in Here are three syllables. Put two of them together and you'll make the name of a bird. _____ Put two of them together and make a word that means within. _____ sat vite in Put two syllables together and make the name of a smooth shiny cloth. _____ Put two together and make a word that means ask. _____ pen o ny Put two of these syllables together and make the name of a coin. _____ Put two of them together and make a word that means not shut. _____	

Skill	Suggested Activities	For Additional Activities
Using Guide Words	Open your dictionaries to page _____. What words do you see in clear type at the top of the page? _____ and _____. These words are called Guide Words. The word above the left-hand column means it is the first word in that list. The word above the right-hand column means it is the last word in that column. Write the guide words you find on these pages. Page _____ _____ _____ Page _____ _____ _____ Page _____ _____ _____ Page _____ _____ _____	
Meaning of Words	Using your guide posts in the dictionary find the following words. Some words have more than one meaning. Write down the word, and then weite down one meaning. Word Page Meaning Alligator _____ _____ Ark _____ _____ Belfry _____ _____ Bison _____ _____ Vulture _____ _____ Cheap _____ _____ Term _____ _____ After each sentence below, two or more meanings of the underlined words are given. You must choose the meaning that is correct for the word that is used in your reading. Underline the meaning. 1. The man answered with a snarl. (to knot a thread, surly tones) 2. His manners are crude. (not refined, unfinished)	Use Telephone Book to locate Names Guide words are a must for rapid finding of names

Skill	Suggested Activities	For Additional Activities
	3. The principal's face was very <u>grave</u>. (serious, a place to bury) 4. He made a <u>rough</u> sketch of the plan. (not smooth, unkind-violent) 5. River piloting is a difficult <u>calling</u>. (shouting, vocation)	
<u>Intermediate Alphabetical Arrangement</u>	You will find that <u>A</u> is at the front of the dictionary, <u>M</u> is at the middle of the book, <u>D</u> is halfway between <u>M</u> and the title page, and <u>S</u> is halfway between <u>M</u> and the end of the book. Take your dictionary and practice opening it at each guide post, then do this exercise: Where would you look for the following words in the dictionary? Answer with one of the three following words: <u>front</u>, <u>middle</u>, <u>back</u>. Under _____ Navy _____ Chime _____ Away _____ Pajamas _____ Bloat _____ Yawn _____ Screen _____ Zebra _____ Laud _____ Vote _____ Barrel _____ Black _____ Zip _____ Sunrise _____ Thunder _____ Vivid _____ Pretend _____ Just _____ Hymn _____ Claw _____ Climb _____ Popcorn _____ Stake _____ Zeal _____ Cash _____ Kidney _____ Mud _____ Auto _____ Kit _____ Kind _____ Arbor _____ Rat _____ Way _____ Dog _____ Snake _____	

ADDENDA

AND

BIBLIOGRAPHY

CUMULATIVE READING RECORD

A cumulative reading card becomes an important record of the materials presented during the first eight grades of school.

At the beginning of the year, each teacher receives a reading record for each pupil in his reading group. (In the event a child enters from another district, the teacher will begin a record). During the year the teacher maintains the record accurately, with all notations in ink.

The face of the card is a record of <u>basal</u> materials. Under "Basal Textbook", list the title of the book; under "Level", indicate grade notation (3^2, etc.) Workbooks are not required to be used, however, and this column may be left blank. The term "Skill Test" refers to publishers test which accompanies the basal reader.

The reverse of the card is a record of supplementary materials used in reading <u>instruction</u>.

Teachers may refer to the sample card here provided and/or ask the reading consultants for guidance if any problems arise.

CUMULATIVE READING RECORD

ENGLEWOOD PUBLIC SCHOOLS

Name _____ Birthdate _____

Code:

S.F.	Scott Foresman
L.C.	Lyons Carnahan
R.P.	Row Peterson
G.	Ginn
W.	Winston
M.	Macmillan
H.M.	Houghton Mifflin

Teacher	Grade	Publisher	Basal Textbook	Level	Text Comp. or Pages Cov.	WB used Comp. or Pages Cov.	Skill Test Rating	Teacher's Comments

DEVELOPMENTAL PROGRAM

Supplementary Materials Used for Instructional Purposes

Teacher	Grade	Title	PP. Cov.	Title	PP. Cov.	Teacher's Comment

LABORATORIES S.R.A.	Color or Level	Webster	Level	
Elementary				
II C (6)				
Reading for Understanding		Other		
Graph and Picture Study Skills				
Organizing and Reporting Skills				
Pilot Library				

INFORMAL INVENTORY

I - Purpose of an informal inventory

To determine instructional reading levels -- "to try the book on for size ". (The instructional level is the highest level at which the child can do satisfactory reading providing that he receives preparation and supervision from the teacher).

II - Materials

A. Use basal readers of a graded series.

B. Use materials that the child has not been exposed to.

III - How to prepare an informal inventory using basal readers primer through third grade:

A. Mark off two-100 word selections at the beginning of the book and two near the middle of the book. One at the beginning will be used for oral reading; the other for silent reading. One at the middle of the book will be used for oral reading and the other for silent reading.

B. Prepare four comprehension questions for each selection.
Questions should include:

1. Literal meaning and finding detail, e. g., "What facts are given to show that _____?"
2. Getting the main idea, e. g., "What is the topic sentence of the paragraph?"
3. Drawing inferences, e. g., "What do you think will happen next?"
4. Reacting to the story, e. g., "How do you feel about _____?"

IV - How to prepare an informal using basal readers four through eight

Mark off two-300 word selections and proceed as in III

V - How to administer an informal

A. For a child who has been in the school system

1. Choose a selection from a text on the child's instructional level as recorded on his cumulative reading record. Tell the child something about the story; proper names. Ask him to read orally without previous silent reading.

2. As the child reads:
   a. Record the errors he makes in word recognition in two columns as:

SAID	FOR
has	had

   b. Make note of additions, omissions and errors in endings

B. For the child <u>who is a new entrant into the system</u>

1. Examine records from his previous school. If these are not available, choose a reader two levels below his grade placement. Continue upward or downward until a level is reached on which he makes about five errors.

2. Proceed as above (A)

VI - How to interpret the results of an informal

A. Continue the testing upward or downward (using selections from the beginning and middle of the book) until a level is reached at which 5 errors are made on the 100 word selection; 15 errors on the 300 word selection.

B. Ask the four comprehension questions. If 3 out of 4 questions (or better) are answered, the instructional level has been reached.

C. If at least three questions are answered, proceed with silent reading. Have the child read a comparable selection.

D. Ask the four comprehension questions. The instructional level is the point at which the child can answer three out of four questions. If less than three questions are answered, assign him the reader on the next lower level.

PERSONAL RECORD CARD

Information pertinent to a child's learning processes is invaluable to his teacher at any level of instruction. The personal record represents an attempt to suggest trends in the pattern and experiential background. Although it is primarily subjective, it is a professional judgment and will be respected as such.

Instead of a "yes - no" code in observing behavior, terms such as "infrequently", "occasionally", and "limited" should be used. Brief, narrative comments in the appropriate space are also extremely helpful.

On the chart, use the following symbols where desirable.

Fr. -- Frequently

If. -- Infrequently

L. -- Limited

Oc. -- Occasionally

Name of Child _____

Address _____

School _____

PERSONAL RECORD

	K		1		2		3		4		5		6	
I Physical Maturity	F	S	F	S	F	S	F	S	F	S	F	S	F	S
A. Does he give appearance of good health?														
B. Can he demonstrate normal vision, hearing, speech?														
C. Has he adequate ability to focus and sustain attention?														
D. Does he exhibit normal energy?														
E. Has he satisfactory motor control?														
II Social and Emotional Maturity														
A. Does he have reasonable control of his emotions?														
B. Does he show respect for needs, rights, property of others?														
C. Is his self-image positive?														
D. Can he work independently at assigned tasks?														
E. Is there evidence of undue pressure to succeed in school?														
F. Can he adapt himself to new situations?														

		K		1		2		3		4		5		6	
		F	S	F	S	F	S	F	S	F	S	F	S	F	S
III	Mental Maturity														
	A. Does he indicate a desire to learn?														
	B. Does he profit from previous experience?														
	C. Can he express himself adequately?														
	D. Does he perceive relationships, classify, generalize?														
IV	Experiential Background														
	A. Is his experiential background adequate to his assigned tasks?														
	B. Can he participate in an audience situation?														
	C. Is his vocabulary commensurate with his developmental level?														
V	Other														
	A. Has he had an unusually disturbing experience?														

VI Comments

THE SQ3R STUDY TECHNIQUE

Establishing a purpose for reading is one of the important factors in the success of any reading lesson -- whether it be in the basal reader or in the content areas.

The SQ3R (Survey, Question, Read, Recite, Review) Methods* is one approach that can be used effectively to stimulate meaningful reading and/or study.

It is suggested that the first two steps, SURVEY and QUESTION be carried on by the group orally, under the teacher's guidance, as a preparation for a lesson.

SURVEY

Survey the entire section to become acquainted with the author's organization.

Survey pictures and captions.

Survey maps, diagrams and charts.

Survey title, topics and sub-topics.

QUESTION

Set up questions about items just surveyed -- including why, when, how, and/or where.

Change titles, topics and sub-topics to questions.

READ

Read material to find answers to the questions set up in Step II.

RECITE

Self-recitation on part of pupil - "Can I answer the question?"

Class discussion following the reading. Pupil will find out whether he needs to do more careful reading to answer the questions.

* Robinson, F. P., Effective Study, New York, Harper, 1946

REVIEW

Check lesson (testing)

Summarizing

The last two R's are the usual follow-up steps to an assignment in the content areas. They are subject to as many variations as the creative teacher can devise.

Relatively few children in elementary school can be expected to carry out this type of study activity independently. Children achieve increasing independence and skill in studying in proportion to the number of opportunities they are given to experience and establish good study habits.

In evaluating his procedures and objectives in terms of pupil development, the teacher needs to keep in mind that:

PROCESS TAKES PRECEDENCE OVER PRODUCTION.

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